

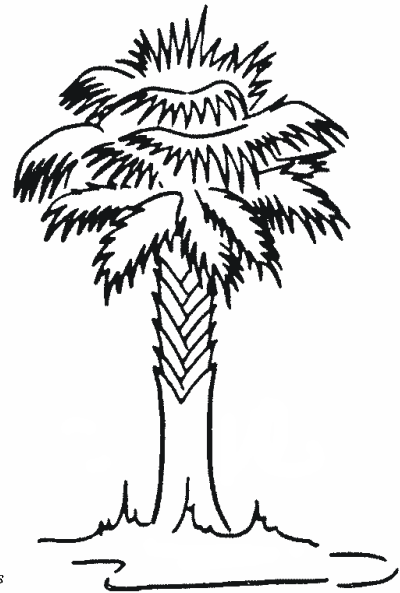
COMPANION DOCUMENT FOR THE SOUTH CAROLINA MEDIA ARTS STANDARDS FOR DANCE

2010



SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION

...to advance learning in and through the arts for all students



**A COLLABORATION BETWEEN
THE SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION
AND
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION**



South Carolina
Department of Education

Together, we can.

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KINDERGARTEN

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAK-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: K-3. Nonverbal Communication – The student will be able to demonstrate connections between dance and the other arts disciplines, other content areas, and the world. DK-7.5 Identify applications of technology and documentation in the field of dance (e.g. technical production, notation, research, choreography, reconstruction of historical dance works.).

Essential Question: How do you use media arts in dance?

Concepts and Critical Knowledge:

Understands what media arts is

Identifies techniques of media arts

Understanding of how media arts applies to dance

Skills and Techniques:

Identify photographs of each media art form

Describe each form of media arts and its relation to dance

Activities:

- Teacher will introduce the different forms of media arts – photography, video, audio, computer or digital art, and interactive media through pictures of these art forms.
- Teacher will have photos representing each form and pass them around the room while the student describes how he/she has used the items in his/her dance education.

Resources:

Pictures of each media art form with enlarged words of the media arts elements

Vocabulary:

Photography

Video

Film

Computer

Audio
Digital arts
Interactive media

Assessments:

Teacher Observation

MAK-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: K-1. Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. DK-1.1-Demonstrate and identify nonlocomotor movements such as bend, twist, stretch, swing, etc.

Essential Question: How can you use different technologies in relation to dance?

Concepts and Critical Knowledge:

Identifies a variety of technologies, techniques, and processes in relation to dance.

Skills and Techniques:

Ability to use a variety of technologies, techniques, and processes
Ability to identify and execute nonlocomotor movements

Activities:

- The class will discuss still photography
- The class will identify what a nonlocomotor movement is and example of nonlocomotor movements. (bend, twist, stretch, swing, etc.)
- The student will be into a small group and execute nonlocomotor movements to be photographed.
- Each group will take pictures of nonlocomotor movement.

Resources:

Digital camera
Computer
Poster of nonlocomotor movements

Vocabulary:

Nonlocomotor movements
Media arts
Still photography

Assessments:

Checklist

MAK-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: K-2. Choreography-The student will implement choreographic principles, processes, and structures. DK-3.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). K-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and or artistic intent. DK-3.2 – Respond to dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO).

Essential Question: What are my responsibilities for respecting and handling equipment in the dance studio?

Concepts and Critical Knowledge:

Understanding of proper handling of equipment
Understanding of how to care for equipment

Skills and Techniques:

Improvise dance movements based upon an idea
Evaluate the meaning of dance
Create movements that show proper and improper use of the camera

Activities:

- Teacher demonstrates basic elements of camera use and responsible care.
- The student will be put into a small group where he/she improvises dance movement based upon the idea of proper and improper use of a camera.
- The class will give their thoughts and opinions on each dance improvisation.

Resources:

Master list of elements of responsible care for equipment

Vocabulary:

Handling
Equipment
Proper care
Improper care
Improvisation
Choreography

Assessments:

Improvisation Rubric
Formative Teacher Observation

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAK-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Dance Indicator Alignment: K-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. DK – 1.4 – Use their bodies to form shapes at low, middle, and high levels.

Essential Question: How can you use the elements of artistic design, such as line, color, and shape, in dance with the different forms of media?

Concepts and Critical Knowledge:

Knowledge of artistic design (i.e., line, shape, direction, size, texture, colour, value)

Knowledge of media arts forms

Skills and Techniques:

Creates body lines at high, middle, and low levels

Basic understanding of the digital camera elements; picture, flash, and zoom

Activities:

- The student will be introduced to a basic digital camera.
- The teacher will display three functions of the digital camera; flash, picture, and zoom.
- The teacher will discuss and demonstrate lines of the dancers body at a high, middle, and low level.
- The student will demonstrate aesthetically pleasing body lines using different levels while the teacher demonstrates the different functions of the digital camera.

Resources:

Digital camera

Display of digital camera functions

Vocabulary:

Flash

Picture

Zoom

Photography
Body line
Levels – high, middle, and low

Assessment:

MAK-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

Dance Indicator Alignment: K-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. DK – 3.5 – Explore dance movements that communicate feelings and ideas.

Essential Question: How can you use basic dance movements to communicate personal experiences and creative expression?

Concepts and Critical Knowledge:

Knowledge of how to use a digital camera
Introduction to Power Point software

Skills and Techniques:

Take photographs that creatively express an idea
Create shapes that represent a feeling
Recall personal experiences

Activities:

- The student will recall his/her thoughts and feelings on the first day of school.
- The student creates a movement shape that represents a thought or feeling.
- With a partner, one student will create their thought or feeling, through movement, while the other student takes the photograph. The student will then switch roles.
- The teacher will then upload photographs to a computer.
- The class will create a Power Point on thoughts and feelings of the first day of school.

Resources:

Digital Camera
Power Point
Computer

Vocabulary:

Still photography

Pose

Shape

Assessments:

Rubric for Power Point

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAK-3.1 Identify the creator and the purpose for simple **media texts**.

Dance Indicator Alignment: K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK – 5.3 – Identify past and present notable figures in dance.

Essential Question: Who is the author and why would they make media?

Concepts and Critical Knowledge:

Identify author of a dance company advertisement

Identify purpose of a dance company advertisement

Skills and Techniques:

Evaluating a dance company poster

Activities:

- The student will view a poster from a famous dance company.
- The teacher will lead a class discussion about who the student believes created the poster and why they created the poster.
- The student will discuss the purpose of advertising dance.

Resources:

Dance posters or pictures of dance companies

Vocabulary:

Author

Purpose

Simple media text

Assessments:

Teacher observation

MAK-3.2 Identify messages in simple **media texts**.

Dance Indicator Alignment: K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK – 5.3 – Identify past and present notable figures in dance.

Essential Question: What are the messages in this media?

Concepts and Critical Knowledge:

Identifying messages in dance advertisements

Skills and Techniques

Imagine the type of movement they would see inspired by a dance company poster.

Verbalize the inferences they have made, in relation to type of movement, by studying the poster.

Activities:

- The student will view two contrasting dance advertising posters.
- The student will discuss what type of movement they think they will see within each of these companies.

Resources:

Two contrasting dance advertising posters

Vocabulary:

Simple Media texts

Contrast

Advertising

Assessments:

Teacher observation

MAK-3.3 Express his or her thoughts and feelings about simple **media texts**.

Dance Indicator Alignment: K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK – 5.3 – Identify past and present notable figures in dance.

Essential Question: What are your thoughts and how do you feel about this dance advertisement? Why does this media make you feel this way?

Concepts and Critical Knowledge:

Ability to express thoughts and feelings about media texts

Skills and Techniques:

Ability to clarify thoughts and opinions about a dance advertisement

Activities:

- The student will view a poster of a dance company.
- The student will share their thoughts and feelings about the poster.

- The student will clarify why they feel a certain way. What about the dance company advertisement made you feel that way?

Resources:

Dance company poster

Vocabulary:

Simple media text

Advertising

Assessments:

Teacher observation of class discussion

MAK-3.4 Describe ways that different audiences might respond to specific **media texts**.

Dance Indicator Alignment: K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK – 5.3 – Identify past and present notable figures in dance.

Essential Question: How would different types of people respond to this dance advertisement?

Concepts and Critical Knowledge:

Understanding the definition of different audiences

Audience bias

Specific media texts

Skills and Techniques:

Form opinions and respond to a dance advertisement

Activities:

- The teacher will present a dance related poster to the student.
- The student will move to a designated location in the studio based on if they like, dislike, or are indifferent to the poster.
- The student will then explain why they like, dislike, or are indifferent to the dance poster.

Resources:

Dance advertising posters

Vocabulary:

Audience bias

Specific media texts

Assessments:

MAK-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK – 5.2 – Identify the role of dance in different communities and cultures

Essential Question: How can you locate the dance advertisement in this media?

Concepts and Critical Knowledge:
Characteristics of a dance advertisement

Skills and Techniques:
Ability to identify, amongst other advertisements, a dance advertisement

Activities:

- The student is given an entertainment section of a newspaper from communities and cultures outside his/her own town.
- The student must locate a dance advertisement by circling the dance advertisement.

Resources:
Entertainment sections of a newspaper

Vocabulary:
Newspaper
Advertisement

Assessments:
Circled advertisements in newspaper

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAK-4.1 Identify uses of the media arts in everyday life.

Dance Indicator Alignment: Standard K-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DK – 7.5 – Identify applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works). Standard K-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. DK- 1.1 – Demonstrate and identify nonlocomotor movements such as bend, twist, stretch, swing, ect. DK- 1.2 – Demonstrate and identify locomotor movements such as walk, run, hop, jump.

Essential Question: How do you use film, photography, audio, computer arts in your everyday life?

Concepts and Critical Knowledge:

Knowledge of other arts disciplines and their applications to everyday life

Skills and Techniques:

Create body shapes of everyday activities (locomotor and nonlocomotor movements)

Use of digital camera

Discussion of media arts in everyday life

Activities:

Activity 1

- The teacher will review the different media arts forms. (using pictures of each)
- The teacher will lead a class discussion of how the student can use each form in their everyday life. EXAMPLE: Watching TV, seeing billboards, going to the movies.
- The student will then brainstorm how the media arts relates to the dance world

Activity 2

- The student will work with a partner. Each student will create a movement of an everyday activity. EXAMPLE: brushing your teeth, walking to school, eating breakfast, ect.

- One student will take a digital photo of the other students movement. The student will then switch roles.
- The teacher will upload the photos to Power Point or Photo Story. The class will design a presentation of their everyday shapes and movements.

Resources:

Power Point
Photo Story
Digital Camera
Pictures of different media arts forms
Computer

Vocabulary:

Media Arts
Arts disciplines
Locomotor
Nonlocomotor

Assessments:

Teacher observation of discussion
Power Point presentation

MAK-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Dance Indicator Alignment: Standard K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK-5.3 – Identify past and present notable figures in dance. Standard K-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DK-7.1 – Identify similarities and differences among the arts.

Essential Question: How are media arts and other arts areas different and alike?

Concepts and Critical Knowledge:

Knowledge of other arts disciplines

Skills and Techniques:

Compare and contrast
Identify the origins of the Nutcracker Ballet (from literature)

Activities:

- The teacher will introduce the story of “The Nutcracker”

- The teacher will discuss with the student how the ballet "The Nutcracker" originated from the piece of literature "The Nutcracker".
- The student will get an overview of the story of "The Nutcracker" through either the interactive media book or Power Point presentation on <http://themes.ppst.com/nutcracker.html>
- The student will discover how other arts disciplines relates to "The Nutcracker" through the interactive game where the student will match the classical music instruments used in "The Nutcracker" ballet score. <http://themes.ppst.com/nutcracker.html>.
- The student will view "The Nutcracker" ballet DVD and discuss the genre of film in the media arts.
- The student will compare and contrast how each genre are different and alike through a class discussion.

Resources:

<http://themes.ppst.com/nutcracker.html>

The Nutcracker Ballet DVD

Vocabulary:

Arts disciplines

Musical score

Audio

Film

Literature

Different

Alike

Assessments:

Teacher observation

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAK-5.1 View and describe a variety of **media art forms**.

Dance Indicator Alignment: D-5 – History and Culture – DK-5.2 – Identify the role of dance in difference communities and cultures. DK-5.3 – Identify past and present notable figures in dance.

Essential Question: How do these dance advertisements change over time?

Concepts and Critical Knowledge:
Understanding of the progression of technology

Skills and Techniques:
Identify each dance advertisement and the time period/culture it is from

Activities:

- The student will view poster advertisements of dance from the early 1900's, mid 1900's and present from different cultures (i.e., Isadora Duncan, Ballet Russe, Vaslav Nijinsky, Indian dancing, Orient dancing, Fred Astaire, etc.)
- Teacher will lead a class discussion on the progression this media arts form. The student will compare and contrast poster advertisements from present and past and discuss how this media art form has changed over time.

Resources:

Dance posters from various cultures and historical time periods

Example: Isadora Duncan

<http://www.internationalposter.com/pimages/RUL07345.jpg>

Example: Fred Astaire

<http://www.motionpictureart.com/store/files/images/PostersLarge/SingInTheRainMoviePosterDutch.jpg>

Example: Edas-Siba – Salzburg International Ballet Workshop

http://www.eudanceart.org/images/2010-SIBA-poster_small.jpg

Vocabulary:

Dance Advertisement
Cultures
Time period

Assessments:

Teacher observation

MAK-5.2 View and discuss media artwork that portrays family and/or community.

Dance Indicator Alignment: K-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. DK-3.2 – Respond to dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). K-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. DK-4.2 – Demonstrate appropriate behavior while watching and responding to live or recorded dance performances. K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK-5.1 – Perform two or more simple folk and/or social dances from different cultures. DK-5.2 – Identify the role of dance in different communities and cultures.

Essential Question: How can dance videos show family and/or community?

Concepts and Critical Knowledge:

Understands the idea of family and/or community
Understanding the role of dance in family and/or community (diverse cultures)

Skills and Techniques:

Identify how African dance represents community

Activities:

- Teacher leads a discussion of how dance is used in different cultures and communities to celebrate or represent certain events. EXAMPLE: African Gota Dancing is a celebration of friendship.
- Teacher will discuss that the African culture has many different dances that are done in tribes that hold different significant meanings.
- The student will view film clips of numerous different African Tribal dances from <http://www.ket.org/artstoolkit>. The student will then react to how the dance represented the community.

- Teacher will teach a short dance combination of a traditional African dance. (EXAMPLE: Gota – friendship dance)

Resources:

Video clips of African dance

<http://www.ket.org/artstoolkit> - Dance - Videos – African Root

Vocabulary:

Community

Family

Africa

Assessments:

Teacher observation

Rubric for mastery of movement phrase

MAK-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Dance Indicator Alignment: K-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DK-5.2 – Identify the role of dance in different communities and cultures.

Essential Question: What makes these dance company posters alike?

Concepts and Critical Knowledge:

Understanding of diverse cultural and ethnic groups

Skills and Techniques:

Identify similarities in dance company advertisements from around the world

Activities:

- Teacher will present to the student dance company posters from around the world.
- The student will identify common characteristics of dance company poster advertisements in diverse cultural and ethnic groups.

Resources:

Dance company poster from different cultures and ethnic groups

Example: Croatian National Ballet

http://www.luigipignotti.com/media/balletto_classico/don%20chisciotte/don%20chisciotte%20loc%20sito.jpg

Example: Umdabu South African Dance Comapany

http://2.bp.blogspot.com/_pPhBXqiPSvc/SvMqW-9IX1I/AAAAAAAAAFB4/f-7mQjR9stE/s400/poster.jpg

Example: Kalakshiti – Indian Classical Dance

http://1.bp.blogspot.com/_pPhBXqiPSvc/SdUhbrI_OrI/AAAAAAAAADnQ/AsvSFACBruo/s1600-h/poster.jpg

Vocabulary:

Culture

Ethnic group

Assessments:

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAK-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Dance Indicator Alignment: K-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. DK-1.5 – Safely maintain personal space while moving in and through space. DK-1.8 – Begin to develop an ability to demonstrate memorization a replication of movement sequences. DK-1.11 – Begin to refine technique through teacher and correction.

Essential Question: Is it right for you to use someone's movement and state that you made it? What is this called in dance?

Concepts and Critical Knowledge:

Understanding of plagiarism

Skills and Techniques:

Memorize and reproduce movement sequence

Discuss ethics of stealing movement

Activities:

- The teacher will set movement on the student to a specific piece of music.
- The student will complete the combination for mastery of movement
- The teacher will lead a class discussion of plagiarism of choreography. EXAMPLE: "Is it right for you to teach this to others and state that you are the choreographer? Why or why not?"

Resources:

Music for movement sequence

Vocabulary:

Plagiarism

Movement sequence

Ethics

Choreography

Assessments:

Teacher observation

Checklist for mastery of movement

MAK-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Indicator Alignment: K-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DK-7.5 – Identify applications of technology and documentation in the field of dance.

Essential Question: What is right and wrong when working with dance and technology?

Concepts and Critical Knowledge:

Understanding legal and ethical behavior in relation to media arts and technology

Skills and Techniques:

Brainstorm what is right and wrong when combining dance and technology
Identify legal and ethical behavior

Activities:

- The student will create a class contract of legal and ethical behavior in relation to the media arts and technology.
- The teacher will lead a class discussion about legal and ethical behavior in relation to media arts and technology, keeping dance in mind, displaying the students' ideas.
- The class will sign the contract and it will be displayed in the classroom.

Resources:

Materials for class contract

Vocabulary:

Copyright
Plagiarism
Ethical behavior
Legal behavior
Contract

Assessments:

Class contract of legal and ethical behavior in relation to dance media arts and technology
Teacher observation of discussion

GRADE 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: 1-3. Nonverbal Communication – The student will be able to demonstrate connections between dance and the other arts disciplines, other content areas, and the world. D1-7.5 Identify applications of technology and documentation in the field of dance (e.g. technical production, notation, research, choreography, reconstruction of historical dance works.).

Essential Question: How do you use media arts in dance?

Concepts and Critical Knowledge:

Understands what media arts is

Identifies techniques of media arts

Understanding of how media arts applies to dance

Skills and Techniques:

Identify photographs of each media art form

Describe each form of media arts and its relation to dance

Activities:

- The teacher will review the different media arts forms with the class (video, photography, audio, computer or digital art, and interactive media.
- The student will choose one media art form and identify how it would be used in dance.

Resources:

Pictures of media arts elements

Vocabulary:

Photography

Video

Audio

Computer

Digital Art

Interactive

Media

Assessments:

Teacher observation

MA1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: 1-1 Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. D1-1.2 – Demonstrate, identify and recall locomotor movements such as walk, run, hop, jump.

Essential Question: How can you use different technologies in relation to dance?

Concepts and Critical Knowledge:
Basic functions of a digital camera

Skills and Techniques:
Understands and demonstrates locomotor movement
Understanding action photography
Identify and label locomotor movements

Activities:

- The class will discuss action/motion photography
- The student will be put into a small group and execute locomotor movements to be photographed
- Each group will take pictures of the locomotor movement
- The teacher will print photographs and the students will label them with the appropriate locomotor movement.

Resources:
Digital camera
Printer
Computer
Poster of locomotor movements

Vocabulary:
Locomotor movement
Action/motion photography

Assessments:
Checklist

MA1-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: 1-2 – Choreography – The student will implement choreographic principles, processes, and structures. D1-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods).

Essential Question: What are my responsibilities for respecting and handling equipment in the dance studio?

Concepts and Critical Knowledge:

Understanding of proper handling of equipment

Understanding of proper care for equipment

Skills and Techniques:

Create movement based on the idea of responsible care for equipment

Activities:

- The student will be put into a group and given an element of responsible care for equipment.
- The student will choreograph an eight count dance phrase based on their element of responsible care for equipment.
- The student will then perform their choreography for the class. The class will try to identify what element of responsible care the choreographer was given.

Resources:

Master list of elements of responsible care for equipment

Vocabulary:

Choreography

Choreographer

Responsible care

Equipment

Assessments:

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA1-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Dance Indicator Alignment: Choreography 1-2 – The student will implement choreographic principles, processes, and structures. D1-2.6 – Demonstrate the following partnering skills; copying, leading, following, and mirroring.

Essential Question: How can you use the elements of artistic design, such as line, color, and shape, in dance with the different forms of media?

Concepts and Critical Knowledge:

Knowledge of artistic design
Understanding of symmetry

Skills and Techniques:

Basic vocabulary of elements of artistic design (shape)
Ability to use the following functions of a digital camera; flash, picture, zoom and angle
Create symmetrical mirrored shapes

Activities:

- The student will be introduced to a basic digital camera.
- The teacher will display four functions of the digital camera; flash, picture, zoom and angle
- The student will discuss each element of artistic design while the teacher demonstrates each function
- The teacher will discuss the idea of symmetry and demonstrate symmetrical shapes
- The student will be put with a partner and create mirrored (symmetrical) shapes
- Each small group will join with another small group to take digital photographs of mirrored shapes. The student will take a photograph zoomed in at a certain angle using the flash
- The teacher will upload and print the photographs and the class will display their symmetrical, mirrored shapes

Resources:

Digital Camera
Photo printer
Display of digital camera functions

Vocabulary:

Symmetry
Shape
Flash
Picture
Zoom
Angle
Photography

Assessments:

Printed photographs of mirrored shapes (checklist)

MA1-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

Dance Indicator Alignment: Standard 1-2 -Choreography – The student will implement choreographic principles, processes, and structures. D1-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). Standard 1-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and or artistic intent. D1-3.5 – Explore dance movements that communicate feelings and ideas.

Essential Question: How can you use basic dance movements to communicate personal experiences and creative expression?

Concepts and Critical Knowledge:

Creative expression
Communication of personal experiences

Skills and Techniques:

Ability to use a digital camera
Take photographs that creatively express an idea
Create movement phrases that represent an idea
Recall personal experiences

Activities:

- The student will recall a special memory with a good friend or family member
- The student will create an eight count movement phrase that represents that thought or feeling

- With a partner one student will recreate their special memory with a good friend or family member while the other student takes 2 action photographs. The student will then switch roles.
- The teacher will then upload the photographs to a computer
- As a class they will create a photostory on their special memories with a good friend or family member

Resources:

Digital camera
Computer
Photo Story software

Vocabulary:

Creative expression
Communicate
Personal Experience
Action photography

Assessments:

Rubric for Photo Story

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA1-3.1 Identify the purpose and the intended audience for simple **media texts**.

Dance Indicator Alignment: 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance.

Essential Question: Who is the author and why did they make this dance media? Who would look at this advertisement?

Concepts and Critical Knowledge:

Identify author a dance company advertisement
Identify purpose of a dance company advertisement

Skills and Techniques:

Ability to evaluate a newspaper dance advertisement

Activities:

- The teacher will collect several clippings from the newspaper advertising upcoming dance performances
- The teacher will distribute difference clippings among the students
- The teacher will lead a group sharing where each student elaborates on the purpose of their picture advertisement and who they think it is intended for

Resources:

Newspaper clippings of upcoming dance performances

Vocabulary:

Advertisement
Media text
Intended audience
Purpose

Assessments:

Teacher observation

MA1-3.2 Identify messages in simple **media texts**.

Dance Indicator Alignment: 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance.

Essential Question: What does this dance advertisement tell you about what you would expect to view at this performance?

Concepts and Critical Knowledge:

Identifying messages in dance advertisements

Skills and Techniques:

Imagine the type of movement they would see inspired by a dance company newspaper advertisement

Verbalize the inferences they have made, in relation to the type of movement, sets, costumes ect., by studying the newspaper advertisement

Activities:

- The student will view two contrasting dance advertising newspaper clippings in a small group
- The student will discuss what they would see if they attended both dance performances. (What kind of movement, costumes, set ect. would you expect to see based on the advertisement?)

Resources:

2 contrasting dance newspaper advertisements

Vocabulary:

Simple media text

Contrast

Advertisement

Newspaper

Assessments:

Teacher observation

MA1-3.3 Express his or her thoughts and feelings about simple **media texts**.

Dance Indicator Alignment: 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance.

Essential Question: What are your thoughts and how do you feel about this dance media text?

Concepts and Critical Knowledge:

Ability to express thoughts and feelings about media texts

Skills and Techniques:

Ability to clarify thoughts and opinions about a dance advertisement

Activities:

- The student will view two contrasting newspaper clippings of upcoming dance performances in small groups
- The student will share their thoughts and feelings about both clippings

Resources:

Several newspaper clippings of dance advertisements

Vocabulary:

Simple media text

Contrast

Advertising

Feelings

Thoughts

Assessments:

Teacher observation of class discussion

MA1-3.4 Describe ways that different audiences might respond to specific **media texts**.

Dance Indicator Alignment: 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance.

Essential Question: How would different types of people respond to these dance advertisements?

Concepts and Critical Knowledge:

Audience bias

Skills and Techniques:

Ability to choose a performance they would like to attend and explain why

Activities:

- The teacher will present three contrasting dance advertisements from newspaper clippings
- The student will choose which dance advertisement they would most like to see the performance of
- The teacher will separate the student into three groups based on their top choice
- Each group will explain why they chose the advertisement and why they disliked the other two advertisements

Resources:

Several newspaper clipping of dance advertisements

Vocabulary:

Audience

Bias

Simple media text

Assessments:

Teacher observation

Checklist (students ability to explain their choice of dance performance)

MA1-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance.

Essential Question: Who can you locate the dance advertisement in this media? How is it intended or created for?

Concepts and Critical Knowledge:
Characteristics of a dance advertisement

Skills and Techniques:
Ability to identify, amongst other advertisements, a dance advertisement
Ability to identify intended audience

Activities:

- The student is given an entertainment section of a newspaper
- The student must locate the dance advertisement by circling the dance advertisement
- The student must verbally tell the teacher who they believe is the intended audience and why

Resources:
Entertainment section of a newspaper

Vocabulary:
Intended audience
Newspaper
Advertisement

Assessments:
Circled advertisement in newspaper
Verbal responses

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA1-4.1 Identify uses of the media arts in everyday life.

Dance Indicator Alignment: 1-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D1-7.1 – Identify similarities and differences among the arts.

Essential Question: How do artists use media in their everyday life?

Concepts and Critical Knowledge:

Knowledge of other arts disciplines and their applications to everyday life

Skills and Techniques:

Brainstorm how other art forms use media in everyday life

Identify similarities of different art forms and the use of media arts

Activities:

- The teacher will review the different media art forms (using pictures of each)
- The teacher will review the other arts disciplines
- The student will describe how different media arts forms are used in other art disciplines in everyday life ("Do you see visual art on a daily basis? Do you hear recorded music on a daily basis?")
- The teacher will lead the student through a discussion on the similarities of each art form in relation to a specific media art (EXAMPLE: How do visual artists use photography? How do dancers use photography? How do musicians use photography?)

Resources:

Pictures of different media arts forms

Website of different arts disciplines

Vocabulary:

Arts disciplines (i.e., visual art, music, dance, etc.,)

Similarities

Assessments:

Teacher observation

MA1-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Dance Indicator Alignment: Standard 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance. Standard 1-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D1-7.1 – Identify similarities and differences among the arts.

Essential Question: How are media arts and other arts disciplines different and alike?

Concepts and Critical Knowledge:

Knowledge of other arts disciplines
Compare and contrast art forms

Skills and Techniques:

Ability to compare and contrast using a Venn diagram
Imagine movement from listening to a musical score

Activities:

- The teacher will introduce the story of “Sleeping Beauty”
- The teacher will discuss with the student how the ballet “Sleeping Beauty” originated from the piece of literature “Sleeping Beauty”
- The students will view “Sleeping Beauty” the ballet (film)
- The student will listen to the musical score (audio) from “Sleeping Beauty” and verbalize what imagery they are seeing while listening to the score
- The teacher displays a three part Venn diagram and the student will compare and contrast the literature, film, and audio

Resources:

- Sleeping Beauty ballet film
- Sleeping Beauty musical score
- Website for Sleeping Beauty literature:
<http://www.authorstream.com/Presentation/Anuverma75-321200-sleeping-beauty-anu-entertainment-ppt-powerpoint/>
- Venn Diagram

Vocabulary:

Arts disciplines

Media arts
Musical score
Audio
Film
Literature
Venn diagram

Assessments:

Venn diagram
Teacher observation

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA1-5.1 View and describe a variety of **media art forms**.

Dance Indicator Alignment: Standard 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1 – 5.2 – Identify the role of dance in different communities and cultures. D1-5.3 – Identify past and present notable figures in dance.

Essential Question: How do these dance photographs change over time?

Concepts and Critical Knowledge:

Understanding of historically diverse media art forms
Understanding of the progression of technology and its impact on the media arts

Skills and Techniques:

Ability to compare and contrast dance photographs

Activities:

- The student will view photographs of dance from the early 1900's, mid 1900's, and present from diverse cultures (i.e., Isadora Duncan, Ballet Russe, Vaslav Nijinsky, Indian dancing, Orient dancing, Fred Astaire, ect.)
- The teacher will lead the student through a class discussion on the progression of this media arts form. The student will compare and contrast dance photography from past and present and discuss the progression of this media art form (black and white still photography, to polaroids, to digital action photography)
- The class will complete teacher lead Venn Diagram comparing and contrasting dance photography from different historical periods

Resources:

Dance photographs from various cultures and historical time periods

Vocabulary:

Photography

Compare
Contrast
Venn diagram
Diverse cultures
Time period

Assessments:

Teacher observation
Venn diagram

MA1-5.2 View and discuss media artwork that portrays family and/or community.

Dance Indicator Alignment: Standard 1-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D1-3.2 – Respond to dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). Standard 1-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D1-4.3 – Demonstrate appropriate behavior while watching and responding to live or recorded dance performances. Standard 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.1 – Perform two or more simple folk and or social dances from different cultures. D1-5.2 – Identify the role of dance in different communities and cultures.

Essential Question: How can dance videos show family and/or community?

Concepts and Critical Knowledge:

Understands the idea of family and/or community
Understanding the role of dance in family and/or community (diverse cultures)
Understanding of how media art is a means to find dance

Skills and Techniques:

Ability to identify how Native American dance represents community

Activities:

- Teacher leads a discussion of how dance is used in different cultures and communities to celebrate or represent certain events (EXAMPLE: Native American rain dance). The teacher will discuss that the Native American culture had many different dances that were done in tribes that held different significant meanings.
- The student will view film clips of numerous different Native American Tribal dancing. The student will then react to how the dance represented the community.
- The teacher will teach the students a short movement combination of a rain or celebratory dance from the Native American culture.

Resources:

Video clips of Native American Dance
<http://www.ket.org/artstoolkit> - Dance - Videos – Native American

Vocabulary:

Community

Family
Native American

Assessments:

Teacher observation
Rubric for mastery of movement phrase

MA1-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Dance Indicator Alignment: Standard 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.2 – Identify the role of dance in different communities and cultures.

Essential Question: What makes these dance photographs from different cultures alike?

Concepts and Critical Knowledge:

Understanding of diverse cultural and ethnic groups

Skills and Techniques:

Ability to identify similarities in dance photographs from different cultures

Activities:

- The teacher will present the student with dance photographs from around the world
- The student will identify common characteristics of photographs in diverse cultural and ethnic groups

Resources:

www.google.com – images (search for different cultures and ethnic groups in dance)
photography from different cultures and ethnic groups

Vocabulary:

Ethnic group
Cultural group

Assessments:

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA1-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Dance Indicator Alignment: Standard 1-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D1-5.3 – Identify past and present notable figures in dance. Standard 1-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Why are copyright, ethics, and rights important in the dance world?

Concepts and Critical Knowledge:

Understanding of copyright, ethics, and rights and responsibilities

Skills and Techniques:

Ability to identify a copyright

Ability to discuss the importance of ethics, copyright, and rights and responsibilities

Activities:

- The teacher will introduce the concepts of copyright, etiquette, and rights and responsibilities
- The teacher will pass out various dance DVD's and music albums
- The student will examine the back of the DVD's and albums as the teacher leads them through aspects of the copyrights and what they mean.
- The teacher will lead the students through the steps of rights and responsibilities to a show. EXAMPLE: "Annie", "Willy Wonka" and "CATS".
- The student will view a dance clip from one of the musicals. They will then discuss how they cannot copy the choreography without obtaining rights to the production.

- The class will wrap up the lesson by discussing the appropriate and legal way of protecting work and restaging work. The students will then learn the concept of ethics.

Resources:

Various DVD's

Various music albums

Vocabulary:

Copyright

Rights and responsibilities

Ethics

Assessments:

Teacher observation

MA1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Indicator Alignment: Standard 1-2 – Choreography – The student will implement choreographic principles, processes, and structures. D1-2.3 – Create and repeat a simple sequence with a beginning, middle, and end; identify each of the parts of the sequence (with or without accompaniment)

Essential Question: What is right and wrong when working with dance and technology?

Concepts and Critical Knowledge:
Plagiarism of movement

Skills and Techniques:
Create movement phrases with a beginning, middle, and end
Identify aspects of a copyright
Create mock copyright

Activities:

- The student will review plagiarism of movement
- Teacher will then introduce the concept of copyright of choreography
- The class will create a collaborative movement sequence with a beginning, middle, and end. Each section of the dance will be identified
- The class will select accompaniment for their movement sequence
- The student will then collaborate to decide on an official title of their movement work
- The teacher will then lead the students through creating a mock copyright to include; The title of the movement sequence, the date it was created, the choreographers, accompaniment, and the basic steps of the beginning, middle, and end

Resources:
Various music selections

Vocabulary:
Copyright
Choreography
Plagiarism

Assessments:
Mock copyright of movement work
Checklist for mastery of movement

GRADE 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: Standard 2-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D2-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How do you use media arts in dance?

Concepts and Critical Knowledge:

Understands what media arts is

Identifies techniques of media arts

Understanding of how media arts applies to dance

Skills and Techniques:

Review photographs of each media art form

Describe each form of media arts in relation to dance

Activities:

- The teacher will review the different forms of media arts – photography, video, audio, computer or digital art, and interactive media through pictures of each of these art forms.
- The student will identify how all media arts forms can be used in dance. EXAMPLE: The teacher will display all of the pictures and under each picture the student will verbalize how each form is used in dance while the teacher writes these ideas under the picture.

Resources:

Pictures of each media art form with enlarged words of the media arts elements

Vocabulary:

Photography

Video

Film
Computer
Audio
Digital arts
Interactive media

Assessments:

Correct identification of media arts forms in dance

MA2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: Standard 2-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. D2-1.1 – Demonstrate, identify, and recall nonlocomotor movements such as swing, sway, push, pull, shake, kick, rise and fall. D2-1.2 – Demonstrate, identify, and recall locomotor movements such as roll, gallop, skip, leap, slither, march, slide.

Essential Question: How can you capture movement through media arts forms?

Concepts and Critical Knowledge:

Identifies a variety of technologies, techniques, and processes in relation to dance

Skills and Techniques:

Ability to use a variety of technologies, techniques, and processes
Ability to identify and execute locomotor and nonlocomotor movements
Ability to use a digital camera
Ability to transfer data from SD cards to a computer and print photographs

Activities:

- The class will discuss still and action/motion photography
- The student will be put into a group and execute locomotor and nonlocomotor movements to be photographed
- Each group will take pictures of both locomotor (action photography) and nonlocomotor movements (still photography)
- The student will print pictures and arrange them on a poster advertisement and present the advertisement to the class

Resources:

Digital camera
Computer
Printer

Posters of locomotor and nonlocomotor movement

Vocabulary:

Locomotor movement

Nonlocomotor movement

Still photography

Action photography

Assessments:

Rubric for poster advertisement

MA2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: Standard 2-2 – Choreography – The student will implement choreographic principles, processes, and structures. D2-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D2-2.5 – Work with a partner or in a small group during the choreographic process. Standard 2-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D2-7.3 – Explore a concept or an idea from another discipline or everyday life through movement.

Essential Question: What are my responsibilities for respecting and handling equipment in the dance studio? How can you portray that idea through movement?

Concepts and Critical Knowledge:

Understanding of proper handling of equipment

Skills and Techniques:

Ability to express proper handling of equipment through movement

Choreograph based on an idea

Activities:

- The teacher will review elements of responsible care for equipment in the dance studio
- The student will be put into a small group and choose 2-3 elements of responsible care for equipment
- The group will choreograph a dance phrase based on their 2-3 elements of responsible care for equipment

Resources:

Masterlist of elements of responsible care for equipment

Vocabulary:

Handling

Equipment

Proper care

Improper care

choreography

Assessments:

Choreography rubric

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA2-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Dance Indicator Alignment: Standard 2-1 – Technique – The student will identify, demonstrate and apply movement elements and skills while performing dance. D2-1.5 – Safely maintain personal space while moving in and through space. Standard 2-2 – Choreography – The student will implement choreographic principles, processes, and structures. D2-2.5 – Work with a partner or in a small group during the choreographic process

Essential Question: How can you use the element of artistic design, such as space, in dance with the different forms of media?

Concepts and Critical Knowledge:

Knowledge of artistic design

Knowledge of moving in and through space

Skills and Techniques:

Ability to use a digital camera using angle and action photography

Ability to choreograph in a small group

Basic vocabulary of elements of artistic design (space/shape)

Ability to upload photographs via SD card to a computer and print

Ability to analyze the effectiveness of artistic design in photographs

Activities:

- The student will review the functions of a basic digital camera; flash, picture, zoom, angle, and action setting
- The student will discuss the element of artistic design – space (how does use of space change the visual design of a photograph?)
- The student will choreograph an 8 count movement phrase
- The student will then be partnered with another student
- Each student will take turns being the photographer and the performer
- As the photographer, the student must take one close up action shot on an angle and one action shot from a distance
- The student will then switch roles
- The student will upload photographs to a computer and print them
- The class will then view and discuss each photograph. They will discuss which photograph was visually effective and why.

Resources:

Digital camera
Photo printer
Computer
Display of digital camera functions

Vocabulary:

Space
Flash
Picture
Zoom
Angle
Action photography

Assessments:

Checklist for printed photographs

MA2-2.2 Design and create media artwork that communicates his or her personal experiences.

Dance Indicator Alignment: Standard 1-2 – Choreography – The student will implement choreographic principles, processes, and structures. D1-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods).

Essential Question: How can you use basic dance movements to communicate personal experiences and creative expression?

Concepts and Critical Knowledge:

Creative expression
Communication of personal experiences

Skills and Techniques:

Ability to use a digital camera
Take photographs that creatively express an idea
Create movement phrases that represent an idea
Recall personal experiences

Activities:

- The student will recall a time in their life when they felt pride
- The student will create a movement and a still pose that represents their feeling of pride
- With a partner, one student will recreate their movement while the other student practices action photography with the digital camera

- With a partner, one student will recreate their pose while the other student practices still photography with the digital camera
- The student will then switch roles
- The teacher will give direct instruction on how to upload photographs and create a photo story
- The student will upload the photographs to the computer via SD card
- In pairs, the student will create a short Photo Story of their moment of self pride

Resources:

Digital camera

Computer

Photo Story software

Vocabulary:

Action photography

Creative expression

Assessments:

Rubric for Photo Story

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA2-3.1 Identify the purpose and the intended audience for some simple **media texts**.

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.3 – Identify past and present notable figures in dance.

Essential Question: Who is the author of this dance advertisement and why was it created?

Concepts and Critical Knowledge:

Identify the author of a dance advertisement
Identify the purpose of a dance advertisement

Skills and Techniques:

Evaluate a dance advertisement

Activities:

- The teacher will distribute copies of dance related magazines to small groups of students.
- The student will then find a dance advertisement and present to the class what the advertisement is, what is the purpose, and who is it intended for

Resources:

Copies of dance related magazines (Discount Dance Supply, Dance Magazine, Dance Spirit, Point Magazine, Dance Teacher)

Vocabulary:

Advertisement
Intended audience
Purpose
Simple media text

Assessments:

Checklist

MA2-3.2 Identify messages in simple **media texts**.

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.3 – Identify past and present notable figures in dance.

Essential Question: What are the messages in this dance media? How are they alike and different?

Concepts and Critical Knowledge:

Identifying messages in dance advertisements

Skills and Techniques:

Comparing similar dance advertisements

Contrasting different dance advertisements

Activities:

- The student will find two contrasting and two similar dance advertisements in a dance related magazine
- The student will discuss how the contrasting advertisements are different and how the similar advertisements are the same

Resources:

Various dance magazines (Discount Dance Supply, Dance Magazine, Dance Spirit, Point Magazine, Dance Teacher)

Vocabulary:

Simple Media Texts

Compare

Contrast

Advertisement

Assessments:

Teacher observation

MA2-3.3 Express his or her thoughts and feelings about simple **media texts**.

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.3 – Identify past and present notable figures in dance.

Essential Question: What are your thoughts and how do you feel about this dance advertisement? Why does this media make you feel this way?

Concepts and Critical Knowledge:

Ability to express thoughts and feelings about media text

Skills and Techniques:

Ability to clarify thoughts and opinions about a dance advertisement

Activities:

- The student will find two contrasting and two similar dance advertisements in a dance related magazine.
- The student will discuss their thoughts and feelings about the two contrasting and the two similar advertisements in small groups.

Resources:

Various dance magazines (Discount Dance Supply, Dance Magazine, Dance Spirit, Point Magazine, Dance Teacher)

Vocabulary:

Simple media text
Compare
Contrast
Advertisement

Assessments:

Teacher observation

MA2-3.4 Describe ways that different audiences might respond to specific **media texts**.

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.3 – Identify past and present notable figures in dance.

Essential Question: How would different types of people respond to this dance advertisement?

Concepts and Critical Knowledge:

Understanding the definition of different audiences

Audience bias

Specific media text

Skills and Techniques:

Form opinions and respond to a dance advertisement

Activities:

- The teacher will present several dance advertisements from dance related magazines.
- The teacher will create index cards with different types of audiences (i.e., baseball player, grandmother, second grade student, dance teacher, firefighter ect.).
- The teacher will display one advertisement while showing an index card with the type of audience.
- The student will then respond whether or not they think the chosen audience will like or dislike the dance advertisement. Why or why not?

Resources:

Dance related magazines (Dance Teacher, Discount Dance Supply, Dance Magazine, Dance Spirit, Pointe Magazine)

Vocabulary:

Audience bias

Specific media text

Advertisement

Assessments:

Teacher observation

MA2-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.3 – Identify past and present notable figures in dance. D2-5.2 – Identify the role of dance in different communities and cultures.

Essential Question: How can you locate the dance advertisement in this media?

Concepts and Critical Knowledge:
Characteristics of a dance advertisement

Skills and Techniques:
Ability to identify, amongst other advertisements, a dance advertisement

Activities:

- The student is given an entertainment section of a newspaper.
- The student must locate a dance advertisement by circling the dance advertisement.
- The student must verbally tell the teacher who they believe is the intended audience.
- The student must describe their personal thoughts and feelings on the advertisement.

Resources:
Entertainment section of a newspaper

Vocabulary:
Newspaper
advertisement

Assessments:
Circled advertisement in newspaper
Teacher observation of student verbalization

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA2-4.1 Identify uses of the media arts in everyday life.

Dance Indicator Alignment: Standard 2-2 – Choreography – The student will implement choreographic principles, processes, and structures. D2-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D2-2.5 – Work with a partner or in a small group during the choreographic process. Standard 2-3 – Nonverbal communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D2-3.2 – Respond to dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO).

Essential Question: How do you use film, photography, audio, computer arts in your everyday life?

Concepts and Critical Knowledge:

Knowledge of applications of media arts in everyday life

Skills and Techniques:

Ability to choreograph based on media arts applications

Ability to respond to dance

Identify how each specific art form used media arts

Activities:

Activity One

- The teacher will have poster or a PowerPoint of the different art disciplines and give examples of how they use the media arts.
- The students will then continue the discussion of how each specific art form used media arts.
- The teacher will ask the students about how media arts are used in everyday life.

Activity Two

- The student will work with a partner. Together they will create a 16 count movement phrase of an everyday activity that uses the media arts. EXAMPLE: watching TV, playing a video game, surfing the internet ect.
- The groups will then perform their dance choreography studies for the class.

- The class will respond to each movement study using dance vocabulary.

Resources:

Pictures of different media arts forms

Vocabulary:

Media arts

Arts disciplines

choreography

Assessments:

Choreography rubric

Teacher observation of discussion

MA2-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Dance Indicator Alignment: Standard 2-2- Choreography – The student will implement choreographic principles, processes, and structures. D2-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, and moods). Standard 2-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D2-7.1 – Identify similarities and differences among the arts.

Essential Question: How are media arts and other arts areas different and alike?

Concepts and Critical Knowledge:

Knowledge of other arts disciplines

Skills and Techniques:

Identify origins of “Alice in Wonderland”

Improvise movement from a musical score

Compare and contrast literature, film, and audio of “Alice in Wonderland”

Activities:

- The teacher will introduce the story of “Alice in Wonderland” reading the book.
- The teacher will take the students through background information on the story through the website. (<http://literature.pppst.com/ABC/lewis-carroll.html>)

- The teacher will discuss with the students how the film was derived from the piece of literature.
- The student will view "Alice in Wonderland" the film.
- The student will listen to the musical score from the movie (audio) and verbalize what imagery they are seeing while listening to the score.
- The student will improvise through movement their first reactions to the musical score.
- The teacher displays a 3 part Venn Diagram and the students will compare and contrast the literature, film, and audio.

Resources:

<http://literature.pppst.com/ABC/lewis-carroll.html> - Power Point

Interactive book

"Alice in Wonderland" film

Musical score to "Alice in Wonderland"

Venn Diagram

Book of "Alice in Wonderland"

Vocabulary:

Arts disciplines

Media arts

Musical score

Audio

Film

Literature

Venn diagram

improvisation

Assessments:

MA2-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Dance Indicator Alignment: Standard 2-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D2-4.2 – Observe and describe the artistic and technical elements of various forms of dance using

correct dance and production terminology. D2-4.3 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 2-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D2-7.6 – Identify various careers in dance.

Essential Question: When creating a dance production what are the costs involved? What are the different jobs involved in putting on a production?

Concepts and Critical Knowledge:

Knowledge of aspects of production
Knowledge of career opportunities in dance
General knowledge of a production budget

Skills and Techniques:

Brainstorm careers in dance by viewing a performance
Identify aspect of dance production
Identify financial aspects of a production budget

Activities:

- The teacher will lead a class discussion about the aspects production. "What are the essential elements that you need to run a performance?"
- The student will view a clip from a dance performance.
- The student will brainstorm what production elements they viewed.
- The student will brainstorm the career opportunities they viewed.
- The teacher will lead the students through a simple Production Budget. As a class the students must determine how they will put on their production with their allotted budget.

EXAMPLE:

PRODUCTION BUDGET \$20.00

Production Element	Cost
Dancers	\$0.50 per dancer
Choreographer	\$3.00
Costumes	\$6.00
Costume Designer	\$3.00
Space Rental	\$4.00
Technical Crew	\$0.50 per crew member

Resources:

Mock production budget
Clip from dance performance

Vocabulary:

Dancer
Choreographer
Costumes
Costume designer
Space rental
Technical crew
Budget
Career opportunities

Assessments:

Teacher observation
Completion of mock budget

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA2-5.1 View and describe a variety of **media art forms**.

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.2 – Identify the role of dance in different communities and cultures. D2-5.3 – Identify past and present notable figures in dance.

Essential Question: How does this dance media change over time?

Concepts and Critical Knowledge:

Understanding of the progression of technology

Skills and Techniques:

Compare and contrast early dance film to present dance film

Activities:

- The student will view film clips of dance from the early 1900's, mid 1900's, and present. (i.e., Denishawn, Isadora Duncan, African dancing, Baliwood, ect.)
- The teacher will lead students through a class discussion on the progression of this media arts form. Students will compare and contrast dance film from present and past and discuss the progression of this media art form (black and white with no audio to present film technologies).
- The teacher will display a Venn Diagram and the students will compare and contrast early film to present film.

Resources:

Various dance clips from different cultures and historical time periods
Venn Diagram

Vocabulary:

Film
Venn diagram
Compare
Contrast

Diverse cultures
Time period

Assessments:

Venn Diagram

MA2-5.2 View and discuss media artwork that portrays family and/or community.

Dance Indicator Alignment: Standard 2-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D2-4.3 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D2-5.1 – Perform two or more simple folk and/or social dances from different cultures. D2-5.2 – Identify the role of dance in different communities and cultures. D2-5.3 – Identify past and present notable figures in dance.

Essential Question: How can dance videos show family and/or community?

Concepts and Critical Knowledge:

Understands the idea of family and/or community

Understands the role of dance in family and/or community (diverse cultures)

Skills and Techniques:

Identify how Greek dance represents family and/or community

Memorize Greek movement sequences

Perform movement for mastery

Activities:

- The teacher will lead a discussion of how dance is used in different cultures and communities to celebrate or represent certain events. EXAMPLE: Greek Wedding Dance. The teacher will discuss that the Greek culture has many different dances that were done within family and community that held different significant meaning.
- The student will view film clips from numerous different Greek dances. The student will then react to how the dance represented the family and community.
- The teacher will teach the students a short movement combination of a Greek celebratory dance.
- The students will perform the Greek dance for mastery of movement sequence.

Resources:

Video clips of Greek dances

Traditional Greek Dance:

http://www.youtube.com/watch?v=LSfS_kIJKU&feature=related

Vocabulary:

Community

Family

Greece

Assessments:

Rubric for mastery of movement phrase

MA2-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Dance Indicator Alignment: Standard 2-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences in various cultures and historical periods. D2-5.2 – Identify the role of dance in different communities and cultures.

Essential Question: What makes these dance films alike?

Concepts and Critical Knowledge:

Understanding of diverse cultural and ethnic groups

Skills and Techniques:

Identify similarities in dance film clips from diverse cultures

Activities:

- The teacher will present to the student dance films from around the world.
- The student will identify common characteristics of dance films in diverse cultural and ethnic groups.

Resources:

Film clips from different cultures and ethnic groups

Vocabulary:

Ethnic group

Cultural group

Similarities

Assessments:

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA2-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Dance Content Alignment: Standard 2-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D2-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the advantages and disadvantages of dance digital media being easily accessible?

Concepts and Critical Knowledge:

Understanding issues related to media arts and technology

Skills and Techniques:

Ability to identify easily accessible media

Ability to use a T-chart

Ability to identify advantages and disadvantages of easily accessible digital media

Activities:

- The teacher will lead a discussion using a visual list on “easily accessible digital media.”
- The students will create a “T-chart” on the advantages and disadvantages of easily accessible digital media. EXAMPLE: stealing music, stealing choreography from film or the internet.

Resources:

T-chart

Vocabulary:

Advantage

Disadvantage

Digital media

Assessments:

T-chart

MA2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Content Alignment: Standard 2-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. D2-1.4 – Use their bodies to form shapes at low, middle, and high levels.

Essential Question: How do you protect your dance photography from being stolen?

Concepts and Critical Knowledge:

Understanding legal and ethical behavior in relation to media arts and technology

Skills and Techniques:

Ability to use a digital camera, computer, and printer

Ability to write a mock copyright

Create shapes at a high, middle, and low levels

Activities:

- The student will review the concept of copyright and still photography
- The student will be divided into small groups and create movement shapes at high, middle, and low levels to be used in still photography.
- The student will take digital photographs of their movement shapes.
- The student will upload photographs to a computer and print.
- The student will write out their personal copyrights on the back of their photographs.

Resources:

Digital camera

Computer

Printer

Vocabulary:

Copyright

Levels – high, middle, low

Assessments:

Rubric for mock copyright of movement photography

GRADE 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: Standard 3-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D3-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast). Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How is motion capture used in film to recreate dance movements?

Concepts and Critical Knowledge:

Understanding of motion capture

Skills and Techniques:

Understanding the concept of motion capture and dance

Analyze how motion capture can recreate a specific idea for digital media

Respond to dance based on established criteria

Activities:

- The teacher will introduce the idea of motion capture for film. The teacher will ask the students if they have seen the film "Happy Feet". The class will then discuss how the creators of the film captured the movement of the penguins.
- The teacher will then show a short clip from You Tube of an overview of motion capture used in "Happy Feet".
<http://www.youtube.com/watch?v=0CUkcc6Sf2g>
- The student will then view dance numbers from the film "Happy Feet".

- The teacher will then show bonus features from the DVD continuing to show how Savion Glover (Mumble) created movement for motion capture for the film.
- The student will then brainstorm how they could use motion capture for a choreography study.

Resources:

<http://www.youtube.com/watch?v=0CUkcc6Sf2g>

"Happy Feet" film

Cirque du Soleil commercial:

<http://www.youtube.com/watch?v=Fco7Tam7qEE>

Vocabulary:

Motion Capture

Digital Media

Choreography

Assessments:

Teacher observation

MA3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: Standard 2-3 – Choreography – The student will implement choreographic principles, processes, and structures. D3-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D3-2.7 – Work alone, with a partner, or in a small group during the choreographic process. D3-2.9 – Analyze and describe the choreographic tools used in major dance works and in those of their peers.

Essential Question: How can you use motion capture technology in relation to choreography?

Concepts and Critical Knowledge:

Understanding of motion capture in relation to dance

Skills and Techniques:

Ability to choreograph based on the idea of motion capture

Respond to dance based on established criteria

Activities:

- The teacher will review the concept of motion capture for digital film (using Happy Feet).
<http://www.youtube.com/watch?v=VGUeO40IKjE&feature=fvw>
- The student will be put into a small group and each group will select an animal that will be used for inspiration for movement. They will be given a project to create movement phrase for a new upcoming movie using motion capture. They will choreograph a 16 count phrase representing this animal.
- The group will then present their animal motion capture study to the class. The teacher will film each study and upload them to a computer.
- The choreography studies will be shown on a projector or Smart Board.
- The class will respond to the study. EXAMPLE: "What is the animal that this group represented? How did they capture it?"

Resources:

<http://www.youtube.com/watch?v=VGUeO40IKjE&feature=fvw>

Cirque du Soleil commercial:

<http://www.youtube.com/watch?v=Fco7Tam7qEE>

Vocabulary:

Motion capture

Digital media

Film

choreography

Assessments:

Choreography rubric

MA3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe application of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are my responsibilities for respecting and handling audio equipment in the dance studio?

Concepts and Critical Knowledge:

Understanding of responsible care for audio equipment

Skills and Techniques:

Ability to properly handle audio equipment

Activities:

- The teacher will introduce a compact disk (CD) to the student.
- The teacher will discuss the proper handling of audio equipment (stereo) and CD's. The teacher will also discuss with the student what happens to audio CD's and stereos when not handled properly.
- The student will chose a CD and practice putting it into the stereo, playing the CD, taking it out carefully, and properly store it.

Resources:

Various CD's

Stereo equipment

Vocabulary:

Audio

Compact Disk

Stereo

Assessments:

Checklist

MA3-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Dance Indicator Alignment: Standard 3-2 – Choreography – The student will implement choreographic principles, processes, and structures. D3-2.6 – Identify and demonstrate the structures or forms of AB, ABA, cannon, call and response, and narrative. D3-2.7 – Work alone, with a partner, or in a small group during the choreographic process. D3-2.9 – Analyze and describe the choreographic tools used in major dance works and in those of their peers. Standard 3-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D3-3.3 – Respond to the accompaniment in a dance and identify the mood it creates. (e.g., sound music, spoken text).

Essential Question: How can you select appropriate musical accompaniment for choreography?

Concepts and Critical Knowledge:

Understanding of how audio accompaniment leads or matches movement

Understanding of how to select the appropriate accompaniment

Skills and Techniques:

The ability to select appropriate accompaniment for movement

Choreograph a 24 count phrase with use of a cannon

Respond to dance based on established criteria

Activities:

- The student will be put into a small group and select music from the teacher CD library.
- The small group will choreograph a 24 count movement phrase using the choreographic tool cannon.
- The small group will perform movement studies to the class.
- The student will respond to performances based on established criteria. EXAMPLE: "How effective was the musical accompaniment for the movement phrase?". "Did the group effectively use the choreographic tool cannon?" "What mood did the musical accompaniment create?".

Resources:

Teacher CD library

Vocabulary:

Cannon

Choreography

Musical accompaniment

Audio
Compact disk (CD)

Assessments:

Choreography rubric

MA3-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Dance Indicator Alignment: Standard 3-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. D3-1.5 – Identify and demonstrate a range of movement qualities such as sharp, smooth, swinging, shaking, loose. Standard 3-2 – Choreography – The student will implement choreographic principles, processes, and structures. D3-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D3-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 3-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D3-3.2 – Respond to and interpret dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO).

Essential Question: How can you create an assessment to evaluate your dance media art presentations?

Concepts and Critical Knowledge:

Understanding of elements of assessments
Understanding of movement qualities

Skills and Techniques:

Ability to create assessment criteria
Ability to choreograph movements based on qualities
Ability to use a digital camera, upload, and print photographs
Ability to arrange photographs on a poster for an effective advertisement

Activities:

- The student will put into a small group. Each group is given one range of movement quality such as sharp, smooth, swinging, shaking, loose.
- Each group will create four movements representing their selected movement quality.
- The group will choose a photographer who will take photographs of the group members performing their movement qualities.

- The group will upload their digital photographs to a computer and print them.
- Each group will take the printed photographs and create a poster advertisement for their movement quality.
- The class will create a simple rubric to assess each poster advertisement.
- The class will assess each poster advertisement as the groups present them.

Resources:

Digital camera
Computer
Printer

Vocabulary:

Loose
Sharp
Smooth
Swinging
Shaking
Assessment
choreography

Assessments:

Student created rubric for poster advertisements

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA3-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Dance Indicator Alignment: Standard 3-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D3-5.3 – Compare and contrast the works of past and present notable figures in dance.

Essential Question: How are the elements of artistic design reflected in these dance posters?

Concepts and Critical Knowledge:

Knowledge of artistic design (i.e., line, shape, direction, size, texture, colour, value)

Knowledge of media arts forms

Skills and Techniques:

Ability to identify the elements of artistic design in specific media

Compare and contrast two dance company posters

Activities:

- The teacher will introduce the elements of artistic design such as; line, shape, direction, size, texture, colour, and value).
- The teacher will present to the class two dance posters from famous companies.
- The student will analyze (compare and contrast) each poster based upon the elements of artistic design.
- The class will discuss which poster is more effective or eye catching and why.

Resources:

Various dance company posters

Vocabulary:

Elements of artistic design

Line

Shape

Direction

Size

Texture
Colour
value

Assessments:

Teacher observation

- MA3-2.2 Design and create media artwork that communicates his or her personal experiences.

Dance Indicator Alignment: Standard 3-2 – Choreography – The student will implement choreographic principles, processes, and structures. D3-2.7- Work alone, with a partner, or in a small group during the choreographic process. Standard 3-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and or artistic intent. D3-3.5 – Explore, create, and perform dances that communicate feelings and ideas.

Essential Question: How can you create a digital photo gallery that creatively expresses yourself?

Concepts and Critical Knowledge:

Understanding of Photobucket – <http://www.photobucket.com>

Understanding of digital photography

Understanding of creative expression

Skills and Techniques:

Create shapes or movements that reflect an idea

Ability to take and upload digital photographs

Ability to create a personal Photobucket account (digital photo gallery)

Activities:

- The student will create four shapes or movements that reflect important moments in their life.
- The student will get with a partner and take turns being the performer or the photographer.
- The student will upload the photographs to a computer via SD card.
- The student will create a Photobucket account – <http://www.photobucket.com>. The teacher will lead the students through this process.
- The student will upload the photographs to Photobucket to create their personal digital photo gallery reflecting important moments in their life.

Resources:

<http://www.photobucket.com>

digital camera

computer

Vocabulary:

Creative expression
Personal experience
Photobucket
Digital photo gallery

Assessments:

Rubric

MA3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How did you create your digital photo gallery?
What was the end product of this process?

Concepts and Critical Knowledge:

Understanding of the process of creating a Photobucket account

Skills and Techniques:

Ability to describe the process of creating a Photobucket account
Ability to describe the product (digital photo gallery)

Activities:

- The student will use their personal Photobucket digital gallery created in MA3-2.2.
- The student will write a paper describing the process and their final product using digital photography and Photobucket. They will analyze the process and why it is beneficial for a performing artist to utilize this media art form.

Resources:

<http://www.photobucket.com>

Vocabulary:

Product
Process

Assessments:

Rubric for written paper

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA3-3.1 Identify the purpose and intended audience for a variety of **media texts**.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What is the purpose of this dance media and who is it intended for?

Concepts and Critical Knowledge:

Understanding of different forms of media text

Understanding of an intended audience and purpose

Skills and Techniques:

Evaluating a dance company commercial

Activities: -

- The teacher will review the concept of media text and media communications with the students. EXAMPLE: "What are some examples of dance media text?".
- The teacher will then ask the students if they "believe that commercials are media text or media communication. Why or why not? Is a commercial put together using technology? Is it advertising or communicating an idea or product to someone?"
- The students will discuss examples of commercials that they see on television and what the purpose and intended audience is of those commercials.
- The teacher will then show the students a short commercial for an upcoming dance performance. The students will complete a short worksheet on what the purpose of the dance commercial is and who the intended audience is.

Resources:

Commercial from a famous dance company

Worksheet

Vocabulary:

Intended audience
Purpose
Dance commercial

Assessments:

Worksheet

MA3-3.2 Identify overt and implied messages in simple **media texts**.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the overt and implied messages in this dance commercial?

Concepts and Critical Knowledge:

Understanding of forms of dance media text
Understanding of overt and implied messages

Skills and Techniques:

Ability to identify overt and implied messages in dance media text

Activities:

- The teacher will present to the student a dance company commercial (MA3-3.1).
- The teacher will present a large t-chart to the student, one side labeled overt messages and the other labeled implied messages. The teacher will discuss the difference between these two types of messages.
- The class will view the commercial a second time to get a new perspective. They will then record the overt and implied messages seen on the commercial on the T-chart

Resources:

Dance company commercial
T-chart

Vocabulary:

Implied messages
Overt messages

Assessments:

Teacher observation

MA3-3.3 Express his or her opinions about ideas presented in **media texts**.

Dance Indicator Alignment: Standard 3-3 – Nonverbal

Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D3-3.2 – Respond to and interpret dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). D3-3.4 – Explain how lighting, costuming, and props, and other scenic elements can contribute to the meaning of a dance.

Essential Question: What are your personal opinions and ideas presented in this dance media text?

Concepts and Critical Knowledge:

Understanding of personal opinions and ideas

Understanding of Gene Kelly's contribution to jazz dance on film

Skills and Techniques:

Ability to clarify personal opinions and ideas of "Singin In The Rain"

Critique movement and scenic elements of "Singin In The Rain"

Activities:

- The teacher will present "Singin In The Rain" to the students. The teacher will discuss Gene Kelly and his contributions to the jazz dancing world and specifically jazz dance on film.
- Depending upon resources the teacher may either show the video or a clip from youtube – <http://www.youtube.com/watch?v=D1ZYhVpdXbQ>.
- The student will write a formal critique on their personal ideas and opinions of Gene Kelly's movement in "Singin In The Rain". The students will include details on movement, lighting, costumes, props, and other scenic elements.

Resources:

<http://www.youtube.com/watch?v=D1ZYhVpdXbQ>

"Singin In The Rain" DVD

Vocabulary:

Critique

Personal opinions

Scenic elements

Assessments:

Written critique - rubric

- MA3-3.4 Describe ways that different audiences might respond to specific **media texts**.

Dance Indicator Alignment: Standard 3-3 – Nonverbal

Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D3-3.2 – Respond to and interpret dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements. Standard 3-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D3-4.4 – Demonstrate appropriate audience while watching and responding to live and recorded dance performances.

Essential Question: How would different types of audiences respond to this dance media text?

Concepts and Critical Knowledge:

Understanding of different audiences

Skills and Techniques:

Ability to identify different types of audiences and make inferences on their opinions

Activities:

- The teacher will continue the lesson on Gene Kelly's "Singin' In The Rain". (MA3-3.3)
- The teacher will have the students list different types of audiences. EXAMPLE: dance teachers, 3rd grade students, police officers, football players, grandmothers, etc.
- The student will write down each type of audience on a piece of paper and analyze how each audience type would respond to this dance media.

Resources:

<http://www.youtube.com/watch?v=D1ZYhVpdXbQ>
"Singin' In The Rain"

Vocabulary:

Audience

Assessments:

Written analysis of inferred audience opinions

MA3-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: Standard 3-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D3-5.3 – Compare and contrast the works of past and present notable figures in dance. Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you locate information on famous dancers on the internet?

Concepts and Critical Knowledge:

Understanding of the internet as a way to locate information and media

Skills and Techniques:

Ability to use a search engine
Ability to download film clips from the internet
Ability to locate biographical articles and print
Compare and contrast famous tap dancers

Activities:

- The teacher will introduce an internet scavenger hunt for famous tap dancers (Savion Glover, Gene Kelly, Fred Astaire, Gregory Hines). Each student will be assigned to one of these famous tap dancers.
- The student will then go onto the internet and locate either a biographical article on their work or a film clip of their work.
- The student will either print the biographical article and discuss their work or download the film clip to present to the class. The class will compare and contrast the movement styles of the different tap dancers.

Resources:

Computer with internet access
printer

Vocabulary:

Internet
Search engine
Download
Film clip
Biographical article
Compare

contrast

Assessments:

Checklist for internet scavenger hunt

MA3-3.6 Identify the creators of selected **media texts** and explain why those texts are produced.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Who created this dance media text and why?

Concepts and Critical Knowledge:

Understanding of author and purpose of dance media

Skills and Techniques:

Ability to identify author and purpose in dance media

Ability to identify key elements of improving turnout

Activities:

- The teacher will present to the class the article “How to Improve Turnout for Dancers and Students” by Terry Finch. This article is located on the internet <http://balletjazztapdance.suite101.com/article.cfm/how-to-improve-turnout-for-dancer-and-students>.
- The class will then discuss who created the article, why they would write it, and why they would put it on the internet.

Resources:

<http://balletjazztapdance.suite101.com/article.cfm/how-to-improve-turnout-for-dancer-and-students>

Vocabulary:

Turnout

Author

purpose

Assessments:

Teacher observation

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA3-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.1 – Identify and describe similarities among the arts. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How does a dancer use the media arts in their everyday life?

Concepts and Critical Knowledge:

Understanding of the forms of media arts

Understanding of a dancers or choreographers everyday life

Skills and Techniques:

Ability to relate media arts to their everyday life

Activities:

- The teacher will ask the class “How does a dancer use the media arts in their everyday life?”
- The class will brainstorm a list of ways that a dancer uses the media arts everyday. EXAMPLE: iPod for dancing or choreography, iTunes for music storage, internet to search famous dancers, internet to search for articles on healthy living, photography to capture movement, computer software to design programs, ect.

Resources:

Print outs of the different forms of media arts

Vocabulary:

Media arts forms

Assessments:

Teacher observation

MA3-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.1 – Identify and describe similarities and differences among the arts.

Essential Question: What is the relationship between film and other arts disciplines?

Concepts and Critical Knowledge:
Understanding of the media art forms
Understanding of other arts disciplines

Skills and Techniques:
Relate film to the other arts disciplines
Ability to use a word web

Activities:

- The teacher will present a large word web to the students either on a projector or a Smart Board.
<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>
- The topic of the word web will be the media art form of film. Each branch from the topic will be a different art discipline. EXAMPLE: dance, music, creative writing, and visual art.
- The class will then brainstorm and record ideas of how each art discipline has a relationship to film.

Resources:

<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>

Vocabulary:

Arts disciplines
Film
Word web

Assessments:

Teacher observation of graphic organizer

- MA3-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Dance Indicator Alignment: Standard 3-3- Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D3-3.4 – Explain how lighting, costuming, and props, and other scenic elements can contribute to the meaning of a dance. Standard 3-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D3-4.4 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 3-7 – Connections – The student will be able to demonstrate dance and other arts disciplines, other content areas, and the world. D3-7.6 – Identify various careers in dance.

Essential Question: What career opportunities are available when putting together a professional dance production?

Concepts and Critical Knowledge:

Understanding of various production elements

Skills and Techniques:

Ability to identify various career opportunities involved in producing a show

Ability to use a search engine on the internet

Ability to present findings to the class

Activities:

- The teacher will lead a class discussion about the aspects of production. “What are the essential elements that you need to run a performance?”
- The students will view a clip of Jellicle Cats from “CATS” the musical. <http://www.youtube.com/watch?v=CaHbZqqxUQg&feature=fvw>
- The student will analyze how lighting, costuming, and props add to the meaning of this dance work.
- The student will review the career opportunities and production elements of putting together a professional dance production.
- The student will choose one professional career opportunity and research it on the internet. EXAMPLE: responsibilities, education, ways to get experience, salary, ect.
- The student will then present their finding to the class.

Resources:

<http://www.youtube.com/watch?v=CaHbZqqxUQg&feature=fvw>

Vocabulary:

Career

Production

Opportunity

Search engine

Assessments:

Student presentation

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA3-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Dance Indicator Alignment: Standard 3-2 – Choreography – The student will implement choreographic principles, processes, and structures. D3-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas and moods) D3-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 3-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D5-5.2 – Compare and contrast the cultural and historical context of dance in different communities and cultures.

Essential Question: How can you use this media artwork in order to influence your choreography?

Concepts and Critical Knowledge:

Understanding of the choreographic process

Understanding of past and present cultural dances

Skills and Techniques:

Ability to use media artworks to influence choreography

Choreograph a 24 count phrase based on an idea

Ability to reflect on how their knowledge of traditional Japanese dance has influenced their work as a choreographer

Activities:

- The teacher will present a video clip of a traditional Japanese dance.

EXAMPLE: Musume Dojoji dance found at <http://www.youtube.com/watch?v=9RUyi5oDihE&feature=related>

- The class will discuss the movement qualities of traditional Japanese dance in which they viewed. They will compare and contrast it to dancing that they perform in our culture.
- The student will be put into a small group and choreograph a 24 count movement phrase influenced by the idea of traditional Japanese dance.

- Each group will perform movement studies for the class. The student will respond based on established criteria.
- The student will then write a reflection on how viewing the media artwork influenced their knowledge and experience to allow them to choreograph this study.

Resources:

<http://www.youtube.com/watch?v=9RUyi5oDihE&feature=related>

Vocabulary:

Cultures
Media artwork
choreography

Assessments:

Choreography rubric
Written reflection

MA3-5.2 View and discuss media artwork that portrays the people and cultures of South Carolina.

Dance Indicator Alignment: Standard 3-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D3-5.2 – Compare and contrast the cultural and historical context of dance in different communities and cultures. D3-5.3 – Compare and contrast the works of past and present notable figures in dance.

Essential Question: How does this media artwork portray the African slave culture of South Carolina?

Concepts and Critical Knowledge:

Understanding of the African slave culture of South Carolina

Skills and Techniques:

Ability to compare and contrast the roots of jazz dance to modern jazz dance

Activities:

- The teacher will introduce the lesson by discussing the beginning of jazz dance coming from Africa. The slaves brought to America took their cultural dancing and began reworking them on the plantations. One of their most famous dances was "The Cake Walk".

- The student will view an example of "The Cake Walk" from YouTube.
http://www.youtube.com/watch?v=7sDnVIesN_k&feature=Playlist&p=0F1CC38A3FB68C27&playnext_from=PL&playnext=1&index=14
- The student will discuss the dance "The Cake Walk" and compare it to modern day jazz dance.

Resources:

http://www.youtube.com/watch?v=7sDnVIesN_k&feature=Playlist&p=0F1CC38A3FB68C27&playnext_from=PL&playnext=1&index=14

Vocabulary:

African slave
Jazz dance
Cake Walk

Assessments:

Teacher observation

MA3-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Dance Indicator Alignment: Standard 3-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D3-5.2 – Compare and contrast the cultural and historical context of dance in different communities and cultures.

Essential Question: What are common characteristics between these diverse cultural media artworks?

Concepts and Critical Knowledge:

Understanding of forms of media art
Understanding of diverse cultures

Skills and Techniques:

Ability to compare and contrast culturally diverse internet sites
Ability to use a Venn Diagram

Activities:

- The teacher will present to the students two modern dance web pages from two diverse cultures. (Alvin Ailey – United States and Beijing Modern Dance Company – China).
- The student will explore each of these sites individually.
- The student will then complete a Venn Diagram describing common characteristics between these diverse cultural media sites.

Resources:

http://www.performingarts.jp/E/pre_interview/0702/1.html - Beijing

Modern Dance Company

www.alvinailey.org – Alvin Ailey American Dance Theater

Vocabulary:

Compare

Contrast

Venn diagram

Culturally diverse

Assessments:

Venn Diagram

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA3-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are some of the issues related to citing media arts sources?

Concepts and Critical Knowledge:

Understanding of the importance of citing media arts sources

Skills and Techniques:

Ability to clarify why you must cite media arts sources when obtaining information from them

Activities:

- The teacher will lead a class discussion on the issues of citing media arts sources when using information from them.
- As an example the teacher will present a Power Point of Martha Graham which has correctly cited sources.
<http://www.slideshare.net/mhermann/marth-graham-power-point-presentation>
- The student will then discuss why they feel that it is important for information sources to be cited.

Resources:

<http://www.slideshare.net/mhermann/marth-graham-power-point-presentation> - Power Point of Martha Graham

Vocabulary:

Citing sources
technology

Assessments:

Teacher observation

MA3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Indicator Alignment: Standard 3-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D3-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you practice correct and ethical behavior while creating a media artwork?

Concepts and Critical Knowledge:

Understanding of legal and ethical behavior in relation to the media arts

Skills and Techniques:

Ability to locate information on the internet
Ability to correctly site sources
Ability to create a Power Point presentation
Ability to download a video clip

Activities:

- The teacher will review the importance of citing media arts sources (MA3-6.1).
- The student will be assigned a famous figure in dance history (such as Martha Graham, Merce Cunningham, George Balanchine, Mia Michaels, etc.).
- The student will locate three sources of information through the internet on the history and works of this dance artist. One source must be a downloaded video clip.
- The student will then create a Power Point presentation on the life and work of this dance artist. The video clip must be included in the presentation. The student must correct cite all of their sources of information.
- The student will present the Power Point presentation to the class.

Resources:

Internet
Computer
Power Point software

Vocabulary:

Legal behavior
Ethical behavior
Internet
Citation

Assessments:

Rubric for Power Point presentation

GRADE 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What is a device that uses interactive media and movement? How does this device use movement?

Concepts and Critical Knowledge:
Understanding of interactive media

Skills and Techniques:
Ability to identify the Wii as interactive media that uses movement

Activities:

- The teacher will introduce the idea of interactive media. The teacher will ask the students what type of interactive media uses the body and more specifically motion (eventually getting the response Wii)
- The teacher will go to www.wii.com to show the class different video clips of the Wii relying on motion.
- The students will discuss how the Wii uses the motion of the body to interact with the media.
- The class will identify movement uses by making a class list of different activities or games that the Wii incorporates.

Resources:
www.wii.com – official Wii website

Vocabulary:

Interactive media
Motion
Wii

Assessments:

Teacher observation

MA4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: Standard 4-6 – Healthful Living – The student will identify and apply healthful practices related to dance. D4-6.1 – Demonstrate respect for one's physical well being and the well being for others in dance while understanding how healthy practices enhance one's ability to dance. Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How does the Wii Fit Plus enhance physical well being in dance?

Concepts and Critical Knowledge:

Understanding of the Wii as an interactive media source
Understanding of physical well being

Skills and Techniques:

Ability to practice physical well being through interactive media
Ability to identify how the exercises they have done in Wii Fit Plus have contributed to their physical well being

Activities:

- The student will create a Mii on the Wii for Wii Fit Plus. This will track his/her exercise and balance throughout his/her workout period.
- The student will complete different exercises in Yoga for balance, Cardio for endurance, and Strengthening for agility.
- The student will analyze their progress over a period of time and identify how this interactive media device promotes his/her physical well being in dance.

Resources:

Wii

Wii Fit Plus

Vocabulary:

Physical well being

Interactive media

Assessments:

Student analysis of physical progress

MA4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe application of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How do you properly care for audio equipment, iPod and computer, in the dance studio?

Concepts and Critical Knowledge:

Understanding of proper navigation and use of iTunes on the computer

Proper handling and care of an iPod

Skills and Techniques:

Ability to connect and disconnect an iPod properly (without damage to device)

Ability to locate a song from the iPod on a computer and play it

Activities:

- The teacher will introduce an essential element of the dance studio, the iPod. The teacher will ask the students what their personal experiences are using for and caring for this device.
- The teacher will demonstrate proper handling and care of the iPod. EXAMPLE: The teacher will connect the iPod to the computer, locate music on it, play audio music, and properly disconnect the device (without damage to information on it).
- The student will then practice these procedures.

Resources:

iPod

computer

iTunes software

Vocabulary:

iPod

iTunes

connect

disconnect

computer

Assessments:

Checklist

MA4-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Dance Indicator Alignment: Standard 4-2 – Choreography – The student will implement choreographic principles, processes, and structures. D4-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 4-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.3 – Respond to the accompaniment in a dance and identify the mood it creates. (e.g., sound music, spoken text). Standard 4-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D4-4.4 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 4-7 Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you use iTunes software to choose accompaniment for choreography? Why is this software important to a dancer or choreographer?

Concepts and Critical Knowledge:

Understanding of and iPod and iTunes software

Understanding of creation and use of a playlist

Skills and Techniques:

Ability to create a playlist

Ability to locate and download music the iTunes Store

Ability to burn a playlist to a cd

Choreograph a movement phrase

Select accompaniment for movement phrase

Activities:

- The teacher will introduce the basic workings of iTunes through <http://www.apple.com/itunes/how-to/#video-jukebox>.
- The teacher will then introduce how to download music, all copyrights reserved, and create a playlist using <http://www.apple.com/itunes/how-to/#video-playlists>.
- The teacher will discuss with the student why it is important for a dancer or choreographer to understand and utilize this software.
- The student will be put into a small group and select music from the iTunes Store for their audio accompaniment. The student will download music to their library.
- The class will then create a playlist of all audio selections.
- The class will burn the playlist to a CD.
- Each small group will choreograph a 24 count movement phrase that fits their audio selection.
- Each small group will perform for the class. A student from another group will work the stereo system observing proper care and handling for all audio equipment.
- The student will respond to dance based on established criteria.

Resources:

<http://www.apple.com/itunes/how-to/#video-jukebox> – explore the iTunes Player
<http://www.apple.com/itunes/how-to/#video-playlists> – Create playlists
iTunes
computer
blank CD

Vocabulary:

iTunes
playlist
choreography
compact disk

Assessments:

Choreography rubric

MA4-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Dance Indicator Alignment: Standard 4-6 – Healthful Living – The student will identify and apply healthful practices related to dance. D4-6.3 – Demonstrate warm up exercises and explain how warming up prepares the body for dancing.

Essential Question: How can you create a class warm up video and evaluate its effectiveness?

Concepts and Critical Knowledge:

Understanding of how to instruct and assess media arts

Skills and Techniques:

Ability to create a warm up

Ability to create an assessment for warm up

Ability to instruct the class through a warm up

Ability to assess the warm up

Activities:

- The teacher will lead a class discussion about the elements of proper dance warm up. This will include descriptions about the specific exercises that are needed to fully warm up and train the body. EXAMPLE: neck, legs, arms, abdominals, feet, hips, ect.
- The class will develop a rubric for assessing a good warm up exercise.
- The student will be put into a small group. Each group will be assigned a part of the body to create a warm up for. The group will create two exercises for that specific part of the body.
- The group will lead instruction for the class on their assigned part of the body.
- The teacher will video each group leading the warm up. This will be the class warm up video.
- The class will view the video of warm up exercises and assess each individual group based on the class created warm up rubric.

Resources:

Video camera

Vocabulary:

Warm up

Assessment

instruction

Assessments:

Class created rubric

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA4-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Dance Indicator Alignment: Standard 4-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D4-4.4 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the elements of artistic design in this dance film clip?

Concepts and Critical Knowledge:

Understanding of the elements of artistic design
Understanding of media arts forms

Skills and Techniques:

Ability to use appropriate vocabulary for elements of artistic design
Ability to identify elements of artistic design

Activities:

The teacher will present a dance film clip of contemporary ballet (Complexions contemporary Ballet - <http://www.youtube.com/watch?v=tJ3wTq4ZfT8>)

-

- The student will identify the elements of artistic design using the appropriate vocabulary that is specific to the dance film clip. The student will analyze space, line, colour, scheme, and form.
- The teacher will lead a class discussion based on the elements of artistic design seen in the dance film clip.

Resources:

Contemporary ballet film clips

Complexions Contemporary Ballet –
<http://www.youtube.com/watch?v=tJ3wTq4ZfT8>

Vocabulary:

Space
Line
Colour
Scheme
Form
Contemporary ballet

Assessments:

Teacher observation

MA4-2.2 Design and create media artwork that communicates his or her personal experiences.

Dance Indicator Alignment: Standard 4-2 – Choreography – The student will implement choreographic principles, processes, and structures. D4-2.2 – Discover, improvise, compose and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D4-2.7 – Work alone, with a partner or with a small group during the choreographic process. Standard 4-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.3 – Respond to the accompaniment and identify the mood it creates (e.g., sound music, spoken text). D4-3.5 – Explore, create, and perform dances that communicate feelings and ideas.

Essential Question: How can you design a dance film clip that communicates personal experience and creative expression?

Concepts and Critical Knowledge:

Understanding of personal experience and creative expression
Understanding of basic functions of a digital video camera

Skills and Techniques:

Ability to use a digital video camera
Ability to upload digital file to the computer
Ability to choreograph a dance phrase based on personal experience
Ability to analyze work based on established criteria

Activities:

- The teacher will discuss basic functions of the digital video camera. The teacher will demonstrate how to hold the camera, how to record,

how to zoom in and zoom out, how to stop recording, and how to upload the digital video file to the computer.

- The class will brainstorm a list of topics or themes that are of personal significance to them. EXAMPLE: pride, family, friendship, loyalty, loss, ect.
- The teacher will go through each of the themes and the student will be put into a group based upon the theme that they feel the strongest about.
- The group will choreograph a 32 count dance phrase based upon their personal theme. "How can you get this idea across through movement?" The group will choose musical accompaniment that effectively fits the theme.
- A student from another group will be assigned to video a performing group. Each group will perform their choreography studies.
- Each digital film clip will be uploaded to the computer.
- The class will view the choreography studies and critique them based on established criteria.

Resources:

Digital video camera
Computer
Various audio selections

Vocabulary:

Digital video camera
Power
Zoom in
Zoom out
upload

Assessments:

Choreography rubric

MA4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Dance Indicator Alignment: Standard 4-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). D4-3.3 – Respond to the accompaniment in a dance and identify the mood it creates (e.g., sound music, spoken text). Standard 4-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D4-3.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast).

Essential Question: What was the process in creating this dance media artwork? How well did this dance media artwork show the skill of the performer, originality of choreography, intent of the choreographer, visual and or emotional impact, variety, coherence, unity, contrast?

Concepts and Critical Knowledge:
Understanding of evaluating dance media artworks

Skills and Techniques:
Ability to evaluate the process and products of a dance media artwork

Activities:

- The student will evaluate their choreographic films from MA4-2.2
- The student will complete a written evaluation describing the process of creating this media artwork and the final media artwork product.
- The student will present their evaluation to the class.
- The class will have an overall discussion about creating dance for film.

Resources:
Digital video clips (MA4-2.2)

Vocabulary:
Evaluate
Product
Process
Dance media artwork

Assessments:
Written evaluation

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA4-3.1 Describe the purpose and identify the intended audience for a variety of **media texts**.

Dance Indicator Alignment: Standard 4-5 – History and Culture – The student will relate and transfer meaning, ideas, and experiences from dance in various cultures and historical periods. D4-5.3 – Compare and contrast the works of past and present notable figures in dance. Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Who is the audience and what is the purpose of these dance media texts?

Concepts and Critical Knowledge:

Understanding of intended audience
Understanding of purpose of media text

Skills and Techniques:

Ability to identify the intended audience and purpose of a dance media text
Ability to navigate through a dance company website

Activities:

- The teacher will present the student with two dance company websites (Merce Cunningham Dance Company – www.merce.org and New York City Ballet – www.nycballet.com/nycb/home).
- The class will go to the computer lab and individually navigate through the features and links on each of these dance company websites.
- The teacher will lead a class discussion on the intended audience for and the purpose of each of these two dance company websites.

Resources:

Merce Cunningham Dance Company Website – www.merce.org
New York City Ballet Website – www.nycballet.com/nycb/home

Vocabulary:

Intended audience

purpose

Assessments:

Teacher observation

MA4-3.2 Draw inferences and construct meaning by identifying overt and implied messages in **media texts**.

Dance Indicator Alignment: Standard 4-5 – History and Culture – The student will relate and transfer meaning, ideas, and experiences from dance in various cultures and historical periods. D4-5.3 – Compare and contrast the works of past and present notable figures in dance. Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the overt and implied messages in this dance media text?

Concepts and Critical Knowledge:

Understanding of overt and implied messages

Skills and Techniques:

Ability to navigate a dance company website

Ability to identify overt and implied messages in dance media text

Ability to compare and contrast dance company media text

Activities:

- The class will revisit the New York City Ballet Website. They will navigate through the site visiting different features and links.
- The class will then discuss the meaning of overt and implied messages.
- The student will complete a worksheet in which they construct meaning of this dance media text by identifying both the overt and implied messages.
- The class will then revisit the Merce Cunningham Dance Company Website. They will navigate through the site visiting different features and links.
- The student will then finish their worksheet constructing meaning from this specific dance media text by identifying both the overt and implied messages.

- The teacher will lead a class discussion comparing and contrasting these two dance media texts.

Resources:

Merce Cunningham Dance Company Website – www.merce.org

New York City Ballet Website – www.nycballet.com/nycb/home

Vocabulary:

Overt messages

Implied messages

Merce Cunningham Dance Company

New York City Ballet

Assessments:

Worksheet

MA4-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts**.

Dance Indicator Alignment: Standard 4-3 – Nonverbal

Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are your opinions ideas, issues, and experiences in this dance media text?

Concepts and Critical Knowledge:

Understanding of how to express and opinion and idea

Skills and Techniques:

Ability to express an opinion and idea about dance media text

Ability to identify issues and experiences in dance media text

Activities:

- The teacher will present the class with a short commercial for ballroom dance lessons. <http://www.youtube.com/watch?v=Kiyo0vVTnEU>
- The student will verbally share their opinions about the ideas, issues, and experiences in the dance media text.
- The teacher will lead a class discussion about if the student would be interested in taking ballroom dance lessons based on this commercial.

Resources:

Ballroom Dance Commercial -

<http://www.youtube.com/watch?v=Kiyo0vVTnEU>

Vocabulary:

Opinion

Idea

Experience

Issue

commercial

Assessments:

Teacher observation

MA4-3.4 Explain why different audiences might respond differently to specific **media texts**.

Dance Indicator Alignment: Standard 4-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Why would different audiences respond differently to this dance commercial?

Concepts and Critical Knowledge:

Understanding of different audiences and how they may respond to certain media

Skills and Techniques:

Ability to give an example of a type of audience
Ability to analyze how and why they would respond to a dance commercial

Activities:

- The teacher will review the concept of different types of audiences.
- The student will give an example of a different type of audience.
- The teacher will record a class list of different types of audiences.
- The teacher will show a dance commercial advertising a ballroom dance studio.
- The class will go through each different type of audience and discuss how and why they would respond to this dance media text.

Resources:

Ballroom Dance Company Commercial –
<http://www.youtube.com/watch?v=Kiyo0vVTnEU>
Computer
Smart Board or projector

Vocabulary:

Audience
Dance media text
commercial

Assessments:

Teacher observation

MA4-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: Standard 4-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you locate dance television through the internet?

Concepts and Critical Knowledge:

Understanding of how to locate media through the internet

Skills and Techniques:

Ability to locate dance media, specifically television, through the internet
Ability to express personal opinions on dance media

Activities:

- The teacher will present to the class the PBS (television) website. www.pbs.org
- In the computer lab, the student will locate the watch video link.
- The student will then search for dance television shows or clips featured on PBS.
- The student will view a dance television show or clip.
- The student will present their findings and opinions of this dance video or clip to the class.

Resources:

PBS Website – www.pbs.org

Vocabulary:

Internet
Television
opinion

Assessments:

Presentation to class

- 3.6 Identify the creators of selected **media texts** and explain why those texts are produced.

Dance Indicator Alignment: Standard 4-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D4-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, the originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast). D4-4.4 – Demonstrate appropriate audience while watching and responding to live or recorded dance performances. Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works)

Essential Question: Who created this dance media text and why?

Concepts and Critical Knowledge:

Understanding of why media text are created

Skills and Techniques:

Ability to identify the creator of a dance media text

Ability to identify and explain why the dance media text was created

Ability to critique the movement of a dance company

Activities:

- The teacher will present to the students "Dance in America: Wolf Trap's Face of America" located <http://video.pbs.org/video/1099370504/>
- The student will write a short essay identifying the creators of this dance media text and explain why it was created.
- The student will also critique movement of the company, specifically discussing the skill of the performers, originality of choreography, intent of choreographer, visual and/or emotional impact, variety, coherence, unity, contrast.

Resources:

PBS – Wolf Trap's Face of America -

<http://video.pbs.org/video/1099370504/>

Computer with internet

Vocabulary:

Creator

Skill

Originality

Intent

Visual impact

Emotional impact

Variety

Coherence

Unity

contrast

Assessments:

Written critique

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA4-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large

Dance Indicator Alignment: Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works)

Essential Question: How is dance media art a part of your everyday life?

Concepts and Critical Knowledge:

Understanding of dance media art as part of everyday life

Skills and Techniques:

Ability to identify examples of dance media art on television

Activities:

- The teacher will introduce the idea of dance media arts in everyday life. The teacher will ask the students to brainstorm examples of dance media art for television.
- The class will make a list of example of dance media art on television. EXAMPLE: commercials with dancing in them, Dancing With The Stars, So You Think You Can Dance, America's Best Dance Crew, America's Got Talent, GLEE, ect.
- The teacher will go on the internet and pull up examples that the students come up with.

Resources:

Access to a computer to pull up student examples

Vocabulary:

Dance media artwork

Assessments:

Class list

Teacher observation

MA4-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Dance Indicator Alignment: Standard 4-2 – Choreography – The student will implement choreographic principles, processes, and structures. D4-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas and moods). D4-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.3 – Explore movement and create a brief movement phrase that demonstrates an understanding of a concept or idea from another discipline or everyday life (for example symmetry, asymmetry).

Essential Question: What is the relationship between visual art and media art? How can you use visual media art to inspire movement?

Concepts and Critical Knowledge:
Understanding of media arts disciplines
Understanding of other discipline areas

Skills and Techniques:
Ability to choreograph a movement phrase inspired by a graphic design
Ability to brainstorm the connection between visual arts and media arts
Ability to respond to dance studies based on established criteria

Activities:

- The teacher will lead a discussion on how visual artists use the media arts.
- The class will brainstorm ideas and make a class list.
- The teacher will present a graphic design from a visual artist.
- The student will be put into a small group and create a 32 count movement study inspired by the graphic art piece.
- The group will present movement studies to the class.
- The class will respond based on established criteria.

Resources:
Graphic design
Various audio selections for movement studies

Vocabulary:

Media arts disciplines
Arts disciplines
Graphic design
choreography

Assessments:

Choreography rubric

- MA4-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Dance Indicator Alignment: Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.6 – Identify and describe the responsibilities associated with various careers in dance.

Essential Question: What are the financial aspects of production?
What are some different careers in dance?

Concepts and Critical Knowledge:

Understanding of aspects of production

Skills and Techniques:

Ability to identify aspects of production
Ability to identify various careers in dance

Activities:

- A local dance artist (studio owner, director, or dancer) will make a presentation to the class.
- During the presentation they will focus on the financial aspects of dance production, budget responsibility and career opportunities.
- The presenter will ask the student what type of dance career they are interested in and why. The presenter will give tips to the student on how to reach this goal.

Resources:

Local dance artist

Vocabulary:

Career opportunities
Financial responsibilities
production

Assessments:

Teacher observation

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA4-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Dance Indicator Alignment: Standard 4-2 – Choreography – The student will implement choreographic principles, processes, and structures. D4-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D4-2.6 – Identify and demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative. D4-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 4-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D4-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). Standard 4-4 – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D4-4.4 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 4-5 – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D4-5.3 – Compare and contrast the works of past and present notable figures in dance.

Essential Question: How do these media artworks influence your knowledge and experience?

Concepts and Critical Knowledge:

Understanding of past and present cultures

Skills and Techniques:

Ability to identify the progression of ballet from classical to contemporary

Ability to compare and contrast classical ballet to contemporary ballet

Ability to choreograph an ABA study influenced by an idea

Ability to respond to dance

Activities:

- The teacher will present to the class two film clips, one from the classical ballet Giselle performed by the Dutch National Ballet

(<http://www.youtube.com/watch?v=C4jl=Uf8A84>) , and the other a contemporary ballet clip from Lines Ballet (<http://www.youtube.com/watch?v=cxBvbsGGcOU&feature=related>).

- The student will discuss the progression of ballet from the classical storybook era to present contemporary ballet.
- The class will complete a Venn Diagram comparing and contrasting the two forms of ballet.
- The student will be put into a small group. The group will create an ABA choreography phrase where A is inspired by classical ballet and B is inspired by contemporary ballet.
- The group will perform studies for the class.
- The student will respond to studies based on established criteria.
- The class will discuss how viewing these media artworks of present ballets and past ballets have influenced their knowledge and experience.

Resources:

YouTube "Lines Ballet" -

<http://www.youtube.com/watch?v=cxBvbsGGcOU&feature=related>

YouTube "Dutch National Ballet" -

<http://www.youtube.com/watch?v=C4jl=Uf8A84>

Vocabulary:

Classical ballet

Contemporary ballet

Media artwork

culture

Assessments:

Venn Diagram

Choreography rubric

MA4-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

Dance Indicator Alignment: Standard 4-7 – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical danceworks).

Essential Question: How does this media artwork portray the people and culture of the United States?

Concepts and Critical Knowledge:

Understanding of how media artworks portray the people and culture of the United States

Skills and Techniques:

Ability to identify television media artworks that feature dance
Ability to navigate through a website

Activities:

- The teacher will lead a class discussion on the recent rise of dance in television.
- The class will brainstorm the different television media artworks that are currently featuring dance. EXAMPLE: So You Think You Can Dance, Dancing With The Stars, America's Best Dance Crew, America's Got Talent, and GLEE
- The class will go to the computer lab and search the official website for "So You Think You Can Dance". <http://www.fox.com/dance/>
- The student will navigate through the site researching the video extras, contestants, latest photos, featured albums, and featured extras.
- The teacher will lead a class discussion about this media artwork and how it portrays the people and culture of the United.

Resources:

So You Think You Can Dance Website - <http://www.fox.com/dance/>
computers

Vocabulary:

Culture
Media artworks

Assessments:

Teacher observation

MA4-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Dance Indicator Alignment: Standard 4-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D4-5.2 – Compare and contrast the cultural and historical context of dance in different communities and cultures. Standard 4-7 – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are characteristics of these photographs that exist among diverse cultures?

Concepts and Critical Knowledge:

Understanding of media artworks in diverse cultural and ethnic groups

Skills and Techniques:

Ability to identify characteristics of photographs from diverse cultural groups

Activities:

- The teacher will lead the student through photobucket, either as a class or individually.
- The teacher will search “Indian Dancers”, “Japanese Dancers” and “German Dancers”. The student will look at photographs of each of these forms of cultural dancing.
- The student will write down characteristics of each of these photographs of cultural and ethnic groups. The student will compare and contrast the photographs from these diverse cultures.
- The student will share their findings with the class.

Resources:

Computer
Smart Board or projector
www.photobucket.com

Vocabulary:

Cultural group
Ethnic group
Photobucket – <http://www.photobucket.com>

Assessments:

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA4-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Dance Indicator Alignment: Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What is digital citizenship? How does it relate to dance media artworks?

Concepts and Critical Knowledge:
Understanding of digital citizenship

Skills and Techniques:
Ability to apply digital citizenship code of ethics to dance media artworks

Activities:

- The student will be taken to the computer lab and introduced to the website "The Cyber Treehouse" – www.cybertreehouse.com.
- The teacher will guide the student through the website learning about cyber safety, rights, and responsibilities.
- The student will play online games, view videos, use the smart and uncool link to view student friendly websites.
- The teacher will lead a class discussion relating the "cyber ethics champion code" to dance media artworks. EXAMPLE: downloading music, viewing choreography, ect.

Resources:

"The Cyber Treehouse" – www.cybertreehouse.com
Computer lab with internet access

Vocabulary:

Digital citizenship
Cyber space
Dance media artworks

Assessments:

Teacher observation

MA4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Indicator Alignment: Standard 4-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D4-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts and Critical Knowledge:

Understanding of digital citizenship

Skills and Techniques:

Ability to practice legal and ethical behavior related to dance media

Activities:

- The teacher will refer to “The Cyber Treehouse” website – www.cybertreehouse.com from MA4-6.1.
- The student will use the quiz link to take a quiz about digital citizenship.
- The student will print and sign the “cyber ethics champion code” and the “cyber ethics champion certificate”.

Resources:

The Cyber Treehouse – www.cybertreehouse.com
Computer lab with internet
printer

Vocabulary:

Digital citizenship
Cyber space
Dance media artworks

Assessments:

Completed online quizzes
Printed certificate and code of ethics

GRADE 5

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA5-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are media arts processes and how can they be used in dance?

Concepts and Critical Knowledge:

Understanding media arts processes, techniques, and applications

Skills and Techniques:

Ability to identify media arts processes in relation to the field of dance

Activities:

- The teacher will present the class with a one minute movie from the Artopia website – <http://www.knowitall.org/artopia/media/movie/index.html>.
- The student will view the one minute movie clip identifying the progression of mass media arts and the influence of digital technology on the media arts.
- The student will identify media arts processes, techniques, and applications in the field of dance.

Resources:

Artopia Media Website -

<http://www.knowitall.org/artopia/media/movie/index.html>

Computer with internet

Smart Board or projector

Vocabulary:

Media arts processes
Media arts techniques
Media arts applications

Assessments:

Teacher observation

MA5-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: Standard 5-1 – Technique – The student will identify, demonstrate, and apply movement elements and skills while performing dance. D5-1.6 – Demonstrate kinesthetic awareness, concentration and focus in performing movement skills. D5-1.7 – Demonstrate memorization and replication in movement sequences using accuracy. Standard 5-2 – Choreography – The student will implement choreographic principles, processes, and structures. D5-2.7 – Work alone, with a partner, or in a small group during the choreographic process. D5-2.10 – Use motif writing/dance notation to create and record brief dance phrases.

Essential Question: How can you use this dance media technology to identify and notate movement sequences?

Concepts and Critical Knowledge:

Understanding of dance notation and media arts applications

Skills and Techniques:

Ability to reproduce movements

Ability to identify media arts applications in dance notation

Ability to create a movement sequence using balance, flexion, and extension

Ability to identify the type of movement and write the correct notation symbol

Activities:

- The teacher will introduce the idea of dance notation. The teacher will present to the class "The Language of Dance" from the Artopia Website – <http://www.knowitall.org/artopia/dance/studio/notation/index.html>.
- The teacher will discuss and give movement examples of balance, flexion, and extension. The student will reproduce the movement examples.
- The class will complete the notation activities identifying the movement with the notation symbol.

- The student will work alone to come up with a brief movement sequence using extension, balance, and flexion.
- The student will perform their movement sequence, while the class (on a piece of paper) writes down the correct notation symbol for the order of their created movements.

Resources:

Artopia Website "The Language of Dance" -

<http://www.knowitall.org/artopia/dance/studio/notation/index.html>

Computer with internet

Smart Board or projector

Vocabulary:

Dance notation

Extension

Flexion

balance

Assessments:

Identification of movements and notation symbols

MA5-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.3 – Explain how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance. Standard 7.5 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the accepted procedures and how do you responsibly care for computer laptops?

Concepts and Critical Knowledge:

Understanding of accepted procedures and responsible care for computer laptops

Skills and Techniques:

Ability to properly use and care for a laptop

Ability to locate an audio track from the internet

Ability to identify what type of movement fits an audio track

Ability to identify how audio effects the meaning of a dance

Activities:

- The teacher will bring in a mobile laptop lab to the student.
- The teacher will demonstrate proper procedures for handling and using the laptop.
- The student will practice using the laptop with appropriate procedures.
- The student will locate an audio track on the internet that would be effective to use for a dance.
- The student will present their audio track to the class and discuss what type of movement they would create and how this audio track would affect the meaning of the dance.

Resources:

Computer with internet

Mobile laptop lab

Vocabulary:

Responsible care

Accepted procedures

Laptop

Audio track

Assessments:

Checklist

MA5-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Dance Indicator Alignment: Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). Standard 5-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative and analytic thinking in response to dance. D5-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast). D5-4.4 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances. Standard 5-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D5-5.3 – Compare and contrast the works of past and present notable figures in dance.

Essential Question: How can you locate and download a dance video clip using the internet?

Concepts and Critical Knowledge:

Understanding of the internet as a digital tool

Skills and Techniques:

Ability to locate a dance video clip from the internet

Ability to download a video clip and burn to a CD

Ability to respond to dance using dance vocabulary

Ability to compare and contrast movement

Activities:

- The teacher will present the student a mobile laptop lab.
- The student will locate a dance video clip through the internet.
- The student will download the dance video clip to the laptop and burn to a CD.
- The student will present their dance video clip to the class.
- After each clip the student will respond to the dance using movement vocabulary.
- The student will compare and contrast the different types of movement that were viewed from the downloaded video clips.

Resources:

Mobile laptop lab with internet

CD's

Smart Board or projector

Vocabulary:

Digital media
Internet
Digital tools

Assessments:

Checklist

MA5-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Dance Indicator Alignment: Standard 5-6 – Healthful Living – The student will identify and apply healthful practices related to dance. D5-6.2 – Identify and describe how dance promotes strength, health, physical safety, and reduced risk of injury. Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you create a digital artwork that focuses on injury prevention? How can you assess this digital artwork?

Concepts and Critical Knowledge:

Understanding of evaluating a media artwork

Skills and Techniques:

Ability to identify common injuries and prevention techniques
Ability to create a digital video (commercial)
Ability to upload digital video from video camera to a computer
Ability to burn a DVD
Ability to assess commercials based on established class criteria

Activities:

- The teacher will present to the student a PDF of Common Dance Injuries - <http://www.informationalhealing.com/dance.pdf>.
- The teacher will lead a class discussion about common dance injuries and how to prevent them.
- The teacher will introduce the assignment of creating a commercial on common dance injuries and how to prevent them.
- The class will create a rubric to assess the dance commercials.

- The student will be put into a small group to create a commercial on common dance injuries and how to prevent them. They will begin by writing a script and practicing their lines and transitions.
- One member from the group will video the commercial using different angles and zoom techniques.
- The student will upload their video to the computer and burn to a DVD.
- The student will present their injury prevention commercial to the class.
- The class will assess each commercial using the class created rubric.

Resources:

Common Dance Injuries PDF -

<http://www.informationalhealing.com/dance.pdf>

Computer with internet

Smart Board or Projector

Digital video camera

Vocabulary:

Injury prevention

Common injuries

DVD

Digital video commercial

Assessments:

Class created rubric

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA5-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Dance Indicator Alignment: Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.4 – Explain how lighting, costuming, and props, and other scenic elements can contribute to the meaning of a specific dance

Essential Question: How does warm and cool lighting affect dance film?

Concepts and Critical Knowledge:

Understanding of the elements of artistic design in relation to film

Skills and Techniques:

Ability to identify warm and cool lighting in a dance film

Ability to identify how the lighting affects the mood of a dance piece

Activities:

- The teacher will lead a class discussion about the artistic design element of color. The teacher will discuss the idea of warm and cool lighting in respect to dance production design.
- The student will view two dance film clips, one with cool lighting – <http://www.youtube.com/watch?v=emeASISa2E&feature=related>, and the other with warm lighting – <http://www.youtube.com/watch?v=ce5pQkUZdWI>.
- The teacher will lead a class discussion on how the lighting affected the mood of the dance.

Resources:

You Tube, Alvin Ailey warm lighting -

<http://www.youtube.com/watch?v=ce5pQkUZdWI>

You Tube, Alvin Ailey cool lighting -

<http://www.youtube.com/watch?v=emeASISa2E&feature=related>

Vocabulary:

Elements of artistic design

Film

Warm lighting

Cool lighting

color

Assessments:

Teacher observation

MA5-2.2 Design and create media artwork that communicates his or her personal experiences.

Dance Indicator Alignment: Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). D5-3.4 – Explain how lighting, costuming, and props, and other scenic elements can contribute to the meaning of a specific dance. D5-3.5 – Create a brief dance sequence that communicates a topic of personal significance.

Essential Question: How can you design a media artwork that communicates personal experience utilizing color?

Concepts and Critical Knowledge:

Understanding of creative expression

Understanding of the choreographic process

Skills and Techniques:

Ability to choreograph a 32 count movement phrase based on a personal experience

Ability to choose warm or cool lighting to emphasize the meaning of a dance the student creates

Ability to respond to dance using dance terminology

Activities:

- The teacher will review the element of artistic design color. The teacher will review warm and cool lighting.
- The student will be put into a small group. The group will choreograph a 32 count movement phrase based on a personal experience. The group will then decide whether warm or cool lighting is most appropriate for the meaning of their dance phrase.
- The student will use either colored gels or tissue paper to cover the bulb of a few flashlights.

- The teacher will film each group performing utilizing their warm or cool colors.
- The class will view each dance film and write a written response using dance terminology.

Resources:

Digital video camera
Flashlights
Colored gels or tissue paper

Vocabulary:

Cool lighting
Warm lighting
Choreography
Personal experience
Creative expression

Assessments:

Written response
Choreography video rubric

MA5-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Dance Indicator Alignment: Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.4 – Explain how lighting, costuming, and props, and other scenic elements can contribute to the meaning of a specific dance. Standard 5-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D5-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performer, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast.

Essential Question: How can you evaluate the process and product of your dance film?

Concepts and Critical Knowledge:

Understanding of process and products of media artworks

Skills and Techniques:

Ability to evaluate the process and products of media artworks
Ability to analyze specific elements of a dance film

Activities:

- The student will evaluate the process and film products created in MA5-2.2.
- The student will write an essay describing the process of choreography and choosing appropriate lighting.
- The student will analyze the dance film product based on the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, and contrast.

Resources:

Videos from MA5-2.2

Vocabulary:

Film
Product
process

Assessments:

Written reflection

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA5-3.1 Identify and describe the purpose and the intended audience for a variety of **media texts**.

Dance Indicator Alignment: Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What is the purpose? How do you know what the purpose is? Why did you create this media artwork for this audience?

Concepts and Critical Knowledge:

Understanding of the purpose and audience of media texts

Skills and Techniques:

Ability to identify the purpose and audience of dance media texts

Activities:

- The teacher will present to the students a commercial for So You Think You Can Dance – <http://www.fox.com/dance/videos/?bcid=89411722001>
- The teacher will present the website for So You Think You Can Dance – <http://www.fox.com/dance/>. The class will navigate through different features on the official website.
- The teacher will present a digital video clip from So You Think You Can Dance from You Tube – <http://www.youtube.com/watch?v=SGGE1V-ezeM&feature=related>.
- The student will fold a piece of paper into thirds and label each section – commercial, website, video clip. The student will write the purpose and audience of each dance media text.

Resources:

Fox Website – SYTUCD commercial -

<http://www.fox.com/dance/videos/?bcid=89411722001>

Fox Website – Official SYTUCD site - <http://www.fox.com/dance/>

You Tube – SYTUCD video clip -

<http://www.youtube.com/watch?v=SGGE1V-ezeM&feature=related>

Computer with internet

Smart Board or projector

Vocabulary:

Commercial
Website
Video clip
Purpose
audience

Assessments:

Tri-fold analysis

- MA5-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Dance Indicator Alignment: Standard 5-2 – The student will implement choreographic principles, processes, and structures. D5-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D5-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.1 – Identify and demonstrate the difference between literal and abstract gestures.

Essential Question: What is your evidence that the media text is an overt or implied message?

Concepts and Critical Knowledge:

Understanding of literal and abstract gestures
Understanding of overt and implied messages

Skills and Techniques:

Ability to identify literal and abstract gestures
Ability to identify overt and implied messages
Ability to choreograph using gestures to communicate meaning

Activities:

- The teacher will introduce literal and abstract gestures using a film clip from Swan Lake Act I – http://www.youtube.com/watch?v=1joAIytx_0s.
- The student will identify several classical gestures from the film clip. EXAMPLE: Dance, death, love.
- The teacher will lead a class discussion about overt and implied messages “in Act I of Swan Lake, are the messages/gestures overt or implied? How can you tell?”

- The student will create a 24 count movement phrase using gesture to communicate meaning.
- The student will perform for the class. The class will identify the meaning of the gestures.

Resources:

You Tube, Swan Lake Act I -

http://www.youtube.com/watch?v=1joAIytx_0s

Computer with internet

Smart Board or projector

Vocabulary:

Gestures

Literal

Abstract

Overt

implied

Assessments:

Choreography rubric

MA5-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts** and give evidence from the texts to support his or her opinions.

Dance Indicator Alignment: Standard 5-3 – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.2 – Respond to and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO). D5-3.3 – Explain how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance. D5-3.4 – Explain how lighting, costuming, and props, and other scenic elements can contribute to the meaning of a specific dance. Standard 5-4 – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D5-4.4 – Demonstrate appropriate audience behavior while watching and responding to live or recorded dance performances.

Essential Question: How successful is the author in delivering their message to their audience? How do these techniques make this an effective performance?

Concepts and Critical Knowledge:

Understanding of ideas, issues, and/or experiences presented in media text

Skills and Techniques:

Ability to express opinions about dance media text

Ability to analyze movement presented in dance film clip

Activities:

- The teacher will begin a class discussion about how dance expresses ideas, issues, and experiences. The teacher will then ask the students of what their knowledge is of 9-11.
- The teacher will present to the students a tribute dance to 9-11 from You Tube - <http://www.youtube.com/watch?v=MS1ytJWiYJw>
- The class will respond to the dance using dance vocabulary, discussing the movement, lighting, and audio for the piece.
- The teacher will lead a class discussion where the students will express their opinions about the ideas and issues presented in this dance media text.

Resources:

You Tube – 9-11 Tribute Dance –

<http://www.youtube.com/watch?v=MS1ytJWiYJw>.

Computer with internet

Smart Board or projector

Vocabulary:

Opinions

Ideas

Issues

Experiences

Dance media text

Assessments:

Teacher observation

MA5-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Dance Indicator Alignment: Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.2 – Respond and discuss dance using dance terminology such as movement vocabulary, verbal vocabulary, dance notation, dance elements (NDEO).

Essential Question: Why do different audiences have different responses to a variety of media texts?

Concepts and Critical Knowledge:

Understanding of different audience responses to dance media texts

Skills and Techniques:

Ability to infer how an audience type would respond to a specific dance media artwork

Activities:

- The teacher will refer to the video clip from MA5-3.3 - <http://www.youtube.com/watch?v=MS1ytJWiYJw>
- The teacher will lead a class discussion on how different audiences may respond to this dance video clip. EXAMPLE: families of victims of 9-11, kindergarten student, 5th grade student, firefighter, New Yorker, ect.

Resources:

You Tube – 9-11 Dance Video -

<http://www.youtube.com/watch?v=MS1ytJWiYJw>

Computer with internet

Smart Board or projector

Vocabulary:

Audience
response

MA5-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: Standard 5-2 – Choreography – The student will implement choreographic principles, processes, and structures. D5-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 5-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. D5-3.3 – Explain how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance. Standard 5-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D5-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast).

Essential Question: How can you locate audio tracks through the radio on the internet?

Concepts and Critical Knowledge:

Understanding of locating information and media through the internet

Skills and Techniques:

Ability to locate audio tracks through Pandora Internet Radio

Ability to choreograph a 32 count dance phrase that matches audio track

Ability to respond to dance based on established criteria

Activities:

- The teacher will take the class to the computer lab.
- The teacher will introduce Pandora Internet Radio website – <http://www.pandora.com>. The teacher will lead a lesson on how to search for genres of music or specific music artists.
- The student will be put into a small group and select audio accompaniment for a choreography study.
- The group will choreograph a 32 count movement phrase that matches the selected audio.
- The group will perform for the class. The class will respond to the movement studies based on established criteria.

Resources:

Pandora Internet Radio – <http://www.pandora.com>

Computer with internet

Vocabulary:

Internet radio

Audio tracks

Assessments:

Checklist

- MA5-3.6 Identify the creators of selected **media texts** and explain why and how those texts are produced.

Dance Indicator Alignment: Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Who creates media texts? Why are they created? How are media texts made?

Concepts and Critical Knowledge:

Understanding of media text creators

Understanding of why and how media texts are produced

Skills and Techniques:

Ability to identify the creator of a dance media text

Ability to explain why and how dance media texts are produced

Activities:

- The teacher will go to The New York Times website – <http://www.nytimes.com>.
- The teacher will search for dance reviews and select one of them to present to the class.
- The class will read the dance review.
- The teacher will lead a class discussion about the creator of the media text, why it was created, and how it was produced.

Resources:

New York Times Website - <http://www.nytimes.com>

Computer with internet

Smart Board or projector

Vocabulary:

Dance review

Creator

produced

Assessments:

Teacher observation

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA5-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.

Dance Indicator Alignment: Standard 5-1 – Technique – The student will identify, demonstrate and apply movement elements and skills while performing dance. D5-1.7 – Demonstrate memorization and replication of movement sequences using accuracy. Standard 5-2 – Choreography – The student will implement choreographic principles, processes, and structures. D5-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D5-2.7 – work alone, with a partner, or in a small group during the choreographic process. D5-2.9 – Analyze and describe the choreographic tools used in major dance works and in those of their peers. Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.3 – Create a brief movement phrase that demonstrates understanding of a concept or idea from another discipline or everyday life (e.g., symmetry, asymmetry).

Essential Question: How can you connect media arts to everyday life in the world?

Concepts and Critical Knowledge:

Understanding of media arts in everyday life

Skills and Techniques:

Ability to identify media arts in everyday life

Ability to memorize and reproduce pedestrian movement

Ability to use a digital video camera

Ability to upload digital video file to a computer

Ability to choreograph based on pedestrian movement analysis

Activities:

- The teacher will lead a class discussion of pedestrian movement. The teacher will discuss how pedestrian movement is often used in modern dance. The teacher will show an example from You Tube – The Alvin Ailey American Dance Theater in The Groove to Nobody’s Business – <http://www.youtube.com/watch?v=3f-VJhtn24o>.

- The teacher will teach the students a brief movement sequence using pedestrian movement. The student will complete the sequence for mastery of movement.
- The teacher will introduce the assignment of a daily video log of pedestrian movement.
- The student will be assigned a digital video camera for the day. The must record two to three minutes of pedestrian movements that they witness throughout the school day.
- The student will upload their digital video log to the computer and present their findings to the class.
- The student will be put into a small group where they will choreograph a 32 count movement phrase based on the pedestrian movement they filmed throughout the school day.
- The group will present pedestrian movement studies to the class.

Resources:

You Tube – The Alvin Ailey American Dance Theater in The Groove to Nobody’s Business – <http://www.youtube.com/watch?v=3f-VJhtn24o>
 Digital video cameras
 computer

Vocabulary:

Pedestrian movements
 Digital video log
 Digital film

Assessments:

Choreography rubric
 Checklist for digital video log of pedestrian movement

MA5-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Dance Indicator Alignment: Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How do media arts impact other disciplines ability to communicate?

Concepts and Critical Knowledge:

Understanding of the relationship between media arts and dance

Skills and Techniques:

Ability to identify the relationship between media arts and dance

Activities:

- The teacher will lead a class discussion on how the media arts makes information easily accessible for dancers. EXAMPLE: Accessing music instead of using a live orchestra, seeing dance performances by famous companies via the internet or film, seeing photographs or advertisements of dances, ect.
- The student will write down one dance related activity that would not be able to exist without the media arts. The student will explain why that dance media art form is so important to the current dance world.

Resources:

Paper and pencil

Vocabulary:

Relationship
Media arts
dance

Assessments:

Written response

- MA5-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Dance Indicator Alignment: Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.6 – Identify and describe the responsibilities associated with various careers in dance.

Essential Question: What financial aspects are included in the production of creating a media artwork?

Concepts and Critical Knowledge:

Understanding of financial aspects of dance production
Understanding of various careers in dance

Skills and Techniques:

Ability to plan a mock dance performance

Activities:

- The teacher will review the financial aspects of dance production.
- The student will be put into a small group and begin planning a “mock” dance performance.
- To assist in planning the dance production the student will complete a worksheet with the following questions to guide them; 1. What type of dance company is producing your performance: professional, amateur, school? 2. Where is your dance company located (city, state)? 3. What type of dance space will house your production? What does the stage look like? How many people can sit in the audience? 4. Who is your audience? What is the profile of a “typical” audience member? 5. What kind of budget do you have for your dance performance?
- The group will present the “mock dance production plan” to the class.

Resources:

Production worksheet

Vocabulary:

Dance production
Financial aspects
Audience
Space
Professional
Amateur
Production plan

Assessments:

Mock dance production plan

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA5-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Dance Indicator Alignment: Standard 5-2 – Choreography – The student will implement choreographic principles, processes, and structures. D5-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). D5-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 5-5 – History and culture – the student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D5-5.1 – Perform three or more simple folk, social, classical, and/or theatrical dances from a variety of cultures, identify and describe the similarities and differences between/among them. D5-5.2 – Compare and contrast the cultural and historical context of dance in different communities and cultures.

Essential Question: How does dance from the past influence the media artwork in the present?

Concepts and Critical Knowledge:

Understanding of how past media artworks influence present media artworks

Skills and Techniques:

The ability to choreograph a 32 count phrase based upon the Egyptian culture

The ability to compare and contrast Egyptian styled movement to present social dancing in America

Activities:

- The teacher will present to the students pictures of ancient Egyptian hieroglyphics from google images - www.google.com/imghp?hl=en&tab=wi.
- The teacher will then present to the students a dance based upon the ancient Egyptian culture (A Dance Depicting Ancient Egyptian Art)– <http://www.youtube.com/watch?v=krCJew86cOg>.

- The class will discuss how these images are similar and different from the dancing. The class will also discuss how these photographs of hieroglyphics inspired an artist to create movement about it.
- The student will be put into a small group and choreograph a 32 count dance phrase based on the hieroglyphic images they viewed.
- The group will perform movement studies for the class.
- The student will write a reflection about the process of creating the Egyptian styled movement phrase. They will compare and contrast this style of movement to social dancing in America today.

Resources:

Computer with internet

google images - www.google.com/imghp?hl=en&tab=wi

You Tube –(A Dance Depicting Ancient Egyptian Art)–

<http://www.youtube.com/watch?v=krCJew86cOg>

Smart Board or projector

Vocabulary:

Hieroglyphics

Egyptian

Choreography

Compare

contrast

Assessments:

Choreography rubric

Written reflection

MA5-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

Dance Indicator Alignment: Standard 5-1 – Technique – The student will identify, demonstrate and apply movement elements and skills while performing dance. D5-1.6 – Demonstrate kinesthetic awareness, concentration and focus in performing movement skills. D5-1.7 – Demonstrate memorization and replication of movement sequences using accuracy. Standard 5-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D5-5.1 – Perform three or more simple folk, social, classical, and/or theatrical dances from a variety of cultures, identify and describe the similarities and differences between/among them.

Essential Question: How does this media artwork portray the culture of the United States?

Concepts and Critical Knowledge:

Understanding of how media artworks portrays people and culture of the United States

Skills and Techniques:

Ability to identify the history of swing dance

Ability to identify how swing dancing represents the culture of the United States

Ability to memorize and reproduce basic swing steps

Activities:

- The teacher will lead a class discussion on the America style of dancing – swing. The teacher will ask the students if they know swing dancing or have ever seen the style of swing. The teacher will discuss the history and progression of swing dancing and how it represents the culture of the United States.
- The teacher will show photographs from google images – <http://www.google.com> and video clips of different styles of swing dancing from the “All Swing Productions” website – <http://www.hopswing.com>.
- The teacher will teach basic swing steps. EXAMPLE: Lindy, Sugar, Shorty George, Truckin, ect.
- The student will complete swing steps for mastery of movement

Resources:

Computer with internet

Smart board or projector

“All Swing Productions” website – <http://www.hopswing.com>.

Google – <http://www.google.com>

Vocabulary:

Swing Dance

Represent

Culture

Assessments:

Checklist for mastery of each swing step

MA5-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Dance Indicator Alignment: Standard 5-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. D5-4.2 – Compare and contrast two very different dance compositions in terms of space (such as shape, pathways) time (such as rhythm) and force/energy/movement qualities (such as weight, flow). D5-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast. Standard 5-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. D5-5.2 – Compare and contrast the cultural and historical context in dance in different communities and cultures.

Essential Question: What characteristics of media arts exist among different cultural and ethnic groups?

Concepts and Critical Knowledge:

Understanding of media artworks that exist among diverse cultures

Skills and Techniques:

Ability to discuss movement from different cultures in detail

Ability to compare and contrast using a Venn Diagram

Ability to analyze movement in terms of space, time and force

Activities:

- The teacher will present two digital video clips from two diverse cultures. The first, the Tinikling from the Philippines – <http://www.youtube.com/watch?v=8SqZRQWC6AQ>. The second, Capulli Mexican dance – http://www.youtube.com/watch?v=0na_iRib95c.
- The student will discuss the type of movement they viewed including music, costumes, skill of the performer, choreography, visual and emotional impact, and contrast.
- The student will use a Venn Diagram to individually compare and contrast these cultural dances.
- On the back of the Venn Diagram the student will compare and contrast these two dance works in terms of space, time, and force/energy/movement qualities.

Resources:

Tinikling from the Philippines –

<http://www.youtube.com/watch?v=8SqZRQWC6AQ>

Capulli Mexican dance – http://www.youtube.com/watch?v=0na_iRib95c
Computer with internet
Smart Board or projector

Vocabulary:

Tinikling
Moroccan dancing
Compare
Contrast
Diverse culture

Assessments:

Venn Diagram
Written movement analysis

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA5-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Dance Indicator Alignment: Standard 5-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. D5-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What kind of human, cultural and societal considerations exist when creating media artworks?

Concepts and Critical Knowledge:

Understanding of copyrighted media artworks
Understanding of how to credit digital media

Skills and Techniques:

Ability to identify specific elements of a film credit

Activities:

- The teacher will lead a class discussion of the issues related to protecting your digital video work on the internet or in film.
- The teacher will ask the class "When you watch a dance video how do you know who the dancers are, who the choreographer is, who did the lighting, ect." How do you know and where is it found?"
- The teacher will elaborate on the specific aspects that need to go into film credits. EXAMPLE: choreographer, dancers, lighting designer, orchestra, sound designer, set designer, ect.
- The teacher will discuss with the student why is it so important to credit your work? What can happen to your dance media artworks if they are not properly credited?

Resources:

Examples of credited dance media (dance DVD)

Vocabulary:

Credits
Choreographer

Dancer
Lighting designer
Orchestra
Sound designer
Set designer

Assessments:

Teacher observation

MA5-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Indicator Alignment: Standard 5-2 – Choreography – The student will implement choreographic principles, processes, and structures. D5-2.6 – Identify and demonstrate the structures or form of AB, ABA, cannon, call and response, and narrative. D5-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 5-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative and analytic thinking in response to dance. D5-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts and Critical Knowledge:

Understanding of how to practice legal and ethical behavior when creating a dance film

Skills and Techniques:

Ability to choreograph a 32 count movement phrase using cannon and call and response
Ability to use a digital video camera
Ability to memorize movement sequences for mastery
Ability to use a digital camera (photo)
Ability to use windows movie maker
Ability to create a title and credits for a dance media artwork

Activities:

- The teacher will review with the class the elements of film credits.
- The student will be put into a small group and assigned a role; choreographer, dancers, camera man, photographer and sound designer.

- The choreographer will create a 32 count dance phrase which utilizes cannon and call and response. The choreographer will teach the movement phrase to the dancers.
- The sound designer will choose an audio track which appropriately fits the meaning of the dance.
- The dancers will perform while the camera man operates the digital video camera. The photographer will take pictures during the performance. The sound designer will run the audio system.
- The group will upload their dance film to a computer using Windows Movie Maker. They will also create a title and credits to their work.
- The group will share their dance film with the class.
- The class will respond to each dance film based on the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast.

Resources:

Digital camera
Digital video camera
Computer
Windows Movie Maker
Audio selections

Vocabulary:

Credits
Film
Cannon
Call and response

Assessments:

Dance film rubric

GRADE 6

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA6-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the applications of Dance Forms as a dance media arts tool?

Concepts and Critical Knowledge:
Understanding of Dance Forms software

Skills and Techniques:
Ability to identify Dance Forms as a media arts tool

Activities:

- The teacher will lead a class discussion on Merce Cunningham's Dance Forms. The teacher will discuss the digital choreographic tool. The teacher will visit Merce Cunningham's website which describes the software in detail – <http://www.merce.org/media/danceforms.php>.
- The student will view an example of a digital choreography project created with Dance Forms – <http://www.youtube.com/watch?v=PNCqyixInQI>.
- The student will discuss how they could use this tool for dance choreography.

Resources:

Merce Cunningham's website -
<http://www.merce.org/media/danceforms.php>
You Tube – Dance Forms Example -
<http://www.youtube.com/watch?v=PNCqyixInQI>.
Computer with internet

Smart Board or projector

Vocabulary:

Dance Forms
Merce Cunningham
Digital choreography

Assessments:

Teacher observation

MA6-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Dance Indicator Alignment: Standard 6-2 – Choreography – The student will implement choreographic principles, processes, and structures. DM1-2.4 – Create original dance phrases or brief movement studies that demonstrate principles of visual design and spatial dynamics. Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you use Dance Forms to create a dance media artwork?

Concepts and Critical Knowledge:

Understanding of Dance Forms software

Skills and Techniques:

Ability to utilize the applications in Dance Forms
Ability to create a short digital dance combination in Dance Forms
Ability to burn choreographic project to a CD

Activities:

- The teacher will take the class to the computer lab. The teacher will navigate the student through Dance Forms 1.0 – choreography software.
- The student will explore features of the software individually.
- The student will create a short digital dance combination. The student will save their digital choreography file to a disk.
- The student will present their Dance Forms projects to the class.

Resources:

Dance Forms 1.0 – choreography software

Computer lab with internet access
CD's

Vocabulary:

Dance Forms 1.0
Digital dance combination

Assessments:

Rubric

MA6-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Dance Indicator Alignment: Standard 6-2 – Choreography – The student will implement choreographic principles, processes, and structures. DM1-2.2 – Discover, improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). DM1-2.7 – Work alone, with a partner, or in a small group during the choreographic process.

Essential Question: How do you properly handle and respect a digital video camera?

Concepts and Critical Knowledge:

Understanding of how to handle and respect a digital video camera

Skills and Techniques:

Ability to use a digital video camera using proper procedures
Ability to choreograph a site specific movement phrase
Ability to upload digital video clips and burn to a CD

Activities:

- The teacher will review proper handling and responsible care for a digital video camera.
- The teacher will introduce site specific choreography.
- The student will be put into a small group and assigned a specific site on school grounds to choreograph a 32 count movement phrase. The choreography must utilize the site that the student is assigned.
- The group will be given a digital video camera and will record movement studies.
- The group will upload their digital film clips to the computer.

- The group will check in their digital video camera with the teacher. The teacher will have a checklist to assess proper handling and care of the equipment.
- The group will present their site specific movement films to the class.

Resources:

Digital video camera
Computer
CD's

Vocabulary:

Site specific choreography
Responsible care
Procedures

Assessments:

Choreography Rubric
Checklist for proper handling of equipment

MA6-1.4 Utilize information **literacy skills** to make informed decisions about his or her use of digital tools and resources.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you use information literacy skills to create a radio commercial using audacity digital software?

Concepts and Critical Knowledge:

Understanding of how to utilize information literacy skills
Understanding of Audacity software

Skills and Techniques:

Ability to write a script for a radio commercial advertising dance
Ability to utilize Audacity software to create a digital media project

Activities:

- The teacher will begin with a class discussion about "Audacity" software.

- The student will be taken to the computer lab and lead through the features of Audacity software.
- The student will be put into a small group. The group must write a script for a radio commercial advertising their upcoming dance performance.
- The group will record their radio commercial using Audacity. The student must list the time, place, type of dance, ticket price, ect.
- The group will save their radio commercials to a disk and present them to the class.

Resources:

Audacity software
Computer
CD's

Vocabulary:

Audacity software
Radio commercial
script

Assessments:

rubric

MA6-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Dance Indicator Alignment: Standard 6-1 – Technique – The student will identify, demonstrate and apply movement elements and skills while performing dance. DM1-1.5 – Demonstrate memorization and replication of movement sequences using accuracy. Standard 6-2 – Choreography – The student will implement choreographic principles, processes, and structures. DM1-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you use a virtual dance studio to create a choreographic work? How can you assess it?

Concepts and Critical Knowledge:

Understanding of how to instruct and assess different forms of media arts

Skills and Techniques:

Ability to choreograph using a virtual dance studio

Ability to create an assessment for a virtual dance composition

Ability to translate virtual choreography to movement

Activities:

- The teacher will take the class to the computer lab. The teacher will introduce the Arts Alive Website –

<http://www.artalive.ca/en/dan/yourturn/virtualdance/default.asp>.

- The teacher will demonstrate how to create a ballet virtual dance study. The teacher will drag chosen movements and order them into a sequence to present to the class.
- The class will develop a rubric to assess virtual dance compositions.
- The student will then create a modern virtual dance study. The student will choose and order movements for their studies.
- The student will memorize their own virtual movement study. The student will teach the class their movement study.
- The class will assess each project based upon the class created rubric.

Resources:

Arts Alive Website –

<http://www.artalive.ca/en/dan/yourturn/virtualdance/default.asp>

Computer lab with internet

Vocabulary:

Virtual dance studio

Assessment

Virtual dance composition

Assessments:

Class created rubric

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA6-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you use the element of space in relation to dance photography?

Concepts and Critical Knowledge:

Understanding of the elements of artistic design
Understanding of linear and aerial perspective

Skills and Techniques:

Ability to identify how aerial and linear perspectives can be used in dance photography

Activities:

- The teacher will review the elements of artistic design – line, shape, space, form, value, color, and texture.
- The teacher will further discuss the element of space focusing on aerial and linear perspective. The teacher will show examples of photographs taken on aerial and linear perspectives. (google images – www.google.com).
- The student will identify how aerial and linear perspectives can be used in dance photography.

Resources:

Computer with internet
Google Images– www.google.com
Smart Board or projector

Vocabulary:

Elements of artistic design
Aerial perspective

Linear perspective
photography

Assessments:

Teacher observation

MA6-2.2 Design and create media artwork that communicates his or her personal experiences.

Dance Indicator Alignment: Standard 6-2 – Choreography – The student will implement choreographic principles, processes, and structures. DM1-2.8 – Demonstrate the following partnering skills to create visually interesting still shapes; creating contrasting and complimentary shapes and receiving and supporting small amounts of weight. Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.3 – Create a brief movement phrase that demonstrates understanding of a concept or idea from another discipline or everyday life (e.g., symmetry, asymmetry). DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you construct a digital media collage that communicates personal experience through shape?

Concepts and Critical Knowledge:

Understanding of creative expression
Understanding of personal experience
Understanding of media artworks

Skills and Techniques:

Ability to create symmetrical and asymmetrical shapes
Ability to photograph using a digital camera in color and black and white
Ability to upload photographs to Smilebox and create a digital collage

Activities:

- The teacher will review the elements of artistic design space and color.
- The student will work with a partner to create ten interesting shapes. Five shapes must be symmetrical and represent personal experience. Five shapes must be asymmetrical and represent personal experience.
- A student from another group will be assigned to photograph the shapes. The student must take aerial photographs and linear

photographs. Some photographs must be taken in black and white and others will be taken in color.

- The group will upload their photographs to the computer.
- The group will then create a digital photo collage of their asymmetrical and symmetrical shapes using the Smilebox website – <http://www.smilebox.com>.
- The group will print their collages and display them in the classroom.

Resources:

Smilebox website – <http://www.smilebox.com>

Computer with internet

Digital camera

Vocabulary:

Photography

Symmetrical

Asymmetrical

Color

Space

Assessments:

Rubric for digital shape collage

MA6-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.2 – Respond to dance by using another art form; explain the connections between the dance and their response to it (for example, how their painting reflects the dance one saw)

Essential Question: How can you evaluate and describe the process and products created in this digital photo collage?

Concepts and Critical Knowledge:

Understanding of the process and products created in media arts

Skills and Techniques:

Ability to create a rubric to assess student digital collage projects

Ability to assess digital collage projects

Ability to reflect on the process of creating a dance media artwork

Activities:

- The class will create a rubric to assess digital collage projects from MA6-2.1.
- The class will “walk the gallery” of printed shape photo collages. The student will assess each collage based on the class created rubric.
- The student will write a reflection on the process of creating this dance media artwork and the final product of their collage. The student will explain the connections between the movement shapes that were created and the digital photo collage that they responded with.

Resources:

Printed digital photo collages from MA6-2.2

Class created rubric

Vocabulary:

Digital photo collage

Rubric

Product

Process

Assessments:

Written reflection

Class created rubric

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA6-3.1 Explain the ways that a variety of **media texts** address their intended purpose and **audience**.

Dance Indicator Alignment: Standard 6-2 – Choreography – The student will implement choreographic principles, processes, and structures. DM1-2.7 – Work alone, with a partner, or in a small group during the choreographic process. Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What is the intended purpose and audience of this dance media text?

Concepts and Critical Knowledge:

Understanding of intended audience and purpose

Skills and Techniques:

Ability to write a script for a dance company commercial

Ability to choreograph a movement phrase for a dance company commercial

Ability to upload digital film to a computer and burn to a DVD

Ability to infer intended purpose and audience

Activities:

- The student will be put into a small group. They will write a script for a film commercial for their groups "dance company". EXAMPLE: hip hop, salsa, ballet, Broadway jazz, modern, ect. The group must create a movement sequence to be featured in the commercial.
- The teacher will film each groups dance company commercial.
- The student will upload the digital film commercials to the computer and burn to a DVD.
- The class will watch each dance company commercial and infer the intended purpose and audience.

Resources:

Digital video camera

DVD's

Computer
Smart Board or projector

Vocabulary:

Intended audience
Intended purpose
Commercial
Dance company

Assessments:

Rubric

- MA6-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are the overt and implied messages in these dance company commercials?

Concepts and Critical Knowledge:

Understanding of overt and implied messages in dance media text

Skills and Techniques:

Ability to identify overt and implied messages in dance media text

Activities:

- The student will refer to the dance company commercials created in MA6-3.1.
- Each dance company commercial will be shown and the student must write down the overt and implied messages for each group commercial.

Resources:

Smart Board or projector
Commercials from MA6-3.1

Vocabulary:

Overt messages
Implied messages

Assessments:

Written response

- MA6-3.3 Evaluate the effectiveness of the presentation in **media texts** (for example, treatment of ideas, information, themes, opinions, issues).

Dance Indicator Alignment: Standard 6-3 – Nonverbal Communication – The student will use dance as a medium to communicate meaning and/or artistic intent. DM1-3.3 – Explain how different accompaniment (e.g., sound, music, spoken text) can affect the meaning of a dance. Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How can you evaluate the effectiveness of an audio track for the purpose of dance?

Concepts and Critical Knowledge:

Understanding of effective media text and/or audio tracks

Skills and Techniques:

Ability to use WavePad 4.42

Ability to choose and download three audio tracks

Ability to cut, fade, and add effects to audio tracks

Ability to burn audio project to a cd

Activities:

- The teacher will introduce WavePad 4.42 audio editor software to the class. The teacher will give a demo on how to import music into the software and cut, fade and insert effects to the music.
- The student will be put with a partner. The group will choose three audio tracks that they feel would be effective to make a three part dance.
- The group will import the three audio selections into the software and choose what order the audio should go in. They will also use appropriate fades and cuts to the music in order to create one audio selection.
- The group will save their audio project and burn to a CD.
- The group will present their audio to the class and describe the type of movement piece they would create for this audio.
- The class will evaluate the effectiveness of each of the audio tracks based upon themes, opinions, issues, and/or experiences.

Resources:

Computer with internet
WavePad 4.42 software
CD's

Vocabulary:

Wavepad
Audio
Fade
Cut
Effect

Assessments:

Rubric

- MA6-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Dance Indicator Alignment: Standard 6-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DM1-5.3 – Identify notable figures in dance and distinguish and/or evaluate the similarities and differences between/among their works and/or contributions. DM1-5.4 – Observe and/or perform excerpts of masterworks or etudes based on masterworks (with all copyright restrictions observed).

Essential Question: How might different audiences respond to this dance media artwork?

Concepts and Critical Knowledge:

Understanding of different types of audiences

Skills and Techniques:

Ability to infer a response to a variety of audiences

Activities:

- The teacher will present to the class "Night Journey" choreographed by Martha Graham. The teacher may either use "Martha Graham in Performance" DVD or a clip from You Tube – <http://www.youtube.com/watch?v=fFNsKeMbW20>.
- The class will review the different types of audiences. The class will create a class list of different types of audiences.

- The student will analyze how each type of audience would respond to this dance media artwork. They will write their responses down on a piece of paper and share their findings with the class.

Resources:

"Martha Graham in Performance" DVD – Night Journey
 You Tube – Night Journey clip -
<http://www.youtube.com/watch?v=fFNsKeMbW20>
 Computer with internet
 Smart Board or projector

Vocabulary:

Audience
 Night Journey
 Martha Graham
 Response

Assessments:

Written response

- MA6-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.6 – Identify and describe the responsibilities associated with various careers in dance.

Essential Question: How can you locate information on career opportunities in dance through the internet?

Concepts and Critical Knowledge:

Understanding of how to locate information through the internet

Skills and Techniques:

Ability to locate information on career opportunities in dance
 Ability to print job openings in dance
 Ability to identify education requirements and responsibilities for a specific dance career opportunity

Activities:

- The teacher will present the careers in dance project. The student must navigate and search the internet for job openings in dance or dance production.
- The teacher will take the class to the computer lab.

- The student will complete an online search for various careers in dance and openings in those fields. The student must also identify the education requirements and responsibilities of that position.
- The student will print out the dance job opening and present their findings to the class.

Resources:

Computer lab with internet
printer

Vocabulary:

Career
Responsibility
Education requirement

Assessments:

Printed job opening
Presentation to the class

MA6-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

Dance Indicator Alignment: Standard 6-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DM1-5.3 – Identify notable figures in dance and distinguish and/or evaluate the similarities and differences between/among their works and/or contributions. Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Who is the creator of this dance media text and why is it created?

Concepts and Critical Knowledge:

Understanding of who and why someone would create a media text.

Skills and Techniques:

Ability to identify the creator of a dance media text
Ability to explain why the dance media was produced
Ability to analyze dance photography based on established criteria

Activities:

- The teacher will introduce the Lois Greenfield Photography Website – <http://www.loisgreenfield.com/dance/index/html>. The teacher will also show different dance companies such as Alvin Ailey, American Ballet Theater, Colorado Ballet, David Parsons Dance Company, ect.
- The student will view numerous dance photographs by this artist.
- The student will respond to each photograph in regards to camera angle, still/action photography, lighting, creativity of movement, shape, and use of space.
- The student will also discuss the similarities and differences between the different company photographs (works and contributions).
- The class will discuss who created these dance media texts. The class will also discuss why these texts were created.

Resources:

Lois Greenfield Photography Website –
<http://www.loisgreenfield.com/dance/index/html>
Computer with internet
Smart Board or Projector

Vocabulary:

Creator
Media text
Lois Greenfield
photography

Assessments:

Teacher observation

MA6-3.7 Identify the techniques used in different **media texts** which reflect varying **perspectives** and **points-of-view**.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: What are some of the different techniques used in these media texts? How did these media texts show varying perspectives and points of view?

Concepts and Critical Knowledge:

Understanding of techniques used in different media texts
Understanding of perspectives and points of view

Skills and Techniques:

Ability to identify techniques utilized in creating dance company commercials
Ability to identify varying perspectives and points of view

Activities:

- The class will review the dance company commercials created in MA6-3.1.
- For each commercial the student will write a reflection identifying the techniques utilized in creating these media texts. EXAMPLE: camera angles, movement qualities, script writing, ect.
- The student will also reflect on the varying perspectives and points of view showed in each dance company commercial.

Resources:

Dance company commercials from MA6-3.1
Smart Board or projector

Vocabulary:

Varying perspective
Points of view
Techniques
commercial

Assessments:

Written reflection

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA6-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How do the media arts connect to everyday life, specifically everyday life in dance?

Concepts and Critical Knowledge:

Understanding of media art forms

Understanding of the connections between media arts and dance

Skills and Techniques:

Ability to identify the media art forms

Ability to analyze how media art connects to everyday life

Activities:

- The teacher will review the media art forms with the class; photography, film, audio, computer or digital arts, and interactive media.
- For each media art form the student will analyze how they connect to everyday life and more specifically, how they connect to everyday dance life.
- The student will also analyze what the world would be like without each of those media art forms. EXAMPLE: "If you could not go out and buy an audio CD or download an audio track, how would that affect choreography and performance?"
- The student will write his/her analysis on a piece of paper to turn in.

Resources:

Examples of media arts forms

Vocabulary:

Media arts
Analyze
connect

Assessments:

Written analysis

MA6-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1—7.1 – Identify, describe, and analyze the similarities and differences among the arts. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works). DM1-7.6 – Identify and describe the responsibilities associated with various careers in dance.

Essential Question: What is the relationship between media arts and other discipline areas when creating a motion capture film?

Concepts and Critical Knowledge:

Understanding of the relationship between media arts and other discipline areas
Understanding of motion capture technology

Skills and Techniques:

Ability to analyze and describe the relationship between media arts and other discipline areas in creating a motion capture film

Activities:

- The teacher will show either “Happy Feet” the DVD or a dance clip from “Happy Feet” from You Tube – <http://www.youtube.com/watch?v=MKfi2hWFwgE>.
- The teacher will review with the student the concept of motion capture and how it was used in this film production – <http://www.youtube.com/watch?v=0CUkcc6Sf2g>.
- The teacher will lead a class discussion on all of the disciplines that are components of creating a film media artwork. EXAMPLE: visual graphic

designers, dancers, choreographer, audio designer, director, voice over (actors), ect.

- The student will analyze the importance of each of these disciplines in creating this film.

Resources:

You Tube – Big Dance Scene -

<http://www.youtube.com/watch?v=MKfi2hWFwgE>

You Tube - film production –

<http://www.youtube.com/watch?v=0CUkcc6Sf2g>

Smart Board or projector

Computer with internet

Vocabulary:

Motion capture

Media arts

Discipline areas

Assessments:

Teacher observation

- MA6-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.6 – Identify and describe the responsibilities associated with various careers in dance.

Essential Question: What are the financial aspects and career opportunities associated with putting on a full length ballet?

Concepts and Critical Knowledge:

Understanding of financial aspects of production

Understanding of career opportunities in dance

Skills and Techniques:

Ability to analyze the financial aspects of production

Ability to plan for production elements of a ballet

Ability to research financial costs of production elements

Ability to reflect on the financial costs and career opportunities of a ballet

Activities:

- The teacher will introduce a project where the class will be putting on a large ballet (class may choose). They will be creating a list of production aspects and the cost associated with those aspects.
- The class will brainstorm the production elements needed for the ballet. EXAMPLE: costumes, space rental, tech crew, choreographer, scenery, props, dancers.
- For each of these production elements the class will specify what exactly is needed. EXAMPLE: (Nutcracker) 10 classical tutus, 15 romantic tutus, 1 sleigh, 1 Christmas tree, 35 dancers, 4 technical crew members, 1 choreographer, space rental for 3 nights, 1 lighting designer, orchestra.
- For each of these elements, the class will research how to obtain them and what the cost of each production element will be. The class will come up with a final cost for the production of the ballet.
- The student will write a written response on the financial responsibility and career opportunities related to putting of a full length ballet.

Resources:

Computer with internet

Vocabulary:

Ballet
Financial responsibilities
Production elements
Career opportunities

Assessments:

Teacher observation
Written reflection

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA6-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: How have past and present cultures influenced the evolution of media arts, specifically photography?

Concepts and Critical Knowledge:

Understanding of how past and present cultures have influences the evolution of media arts

Skills and Techniques:

Ability to navigate through history of photography timeline
Ability to identify when photography technologies were invented
Ability to identify from who and what culture photography technologies evolved

Activities:

- The teacher will ask the student to describe how photography has evolved over time.
- The teacher will introduce the National Geographic Website – <http://photography.nationalgeographic.com/photography/photographers/photography-timeline-html>.
- The class will navigate through the history of photography timeline. They will identify when certain photography technologies were invented and from who and what culture.
- The class will discuss the relationship of photography and movement.

Resources:

Computer with internet
Smart Board or projector

National Geographic Website Photography Timeline –
<http://photography.nationalgeographic.com/photography/photographers/photography-timeline-html>

Vocabulary:

Photography
Evolution
Culture
timeline

Assessments:

Teacher observation

MA6-5.2 View and discuss media artwork that portrays the people and cultures of the world.

Dance Indicator Alignment: Standard 6-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. DM1-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast). Standard 6-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DM1-5.2 – Identify the role of dance in various cultures and distinguish similarities and differences between/among their cultural and historical contexts.

Essential Question: How does this media artwork portray the culture of Italy?

Concepts and Critical Knowledge:

Understanding of cultures of the world and their use of media artworks

Skills and Techniques:

Ability to discuss media artworks portraying the people and culture of Italy

Activities:

- The teacher will present the class with an example of Italian folk dancing, The Tarantella. The teacher will give a brief history of The Tarantella.

- The student will view The Tarantella from a You Tube clip – <http://www.youtube.com/watch?v=cRJJa1foPcig&feature=related>.
- The student will respond to the Italian folk dance discussing the movement elements of skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, and contrast.

Resources:

Computer with internet
 Smart Board or projector
 You Tube Tarentella Clip –
<http://www.youtube.com/watch?v=cRJJa1foPcig&feature=related>

Vocabulary:

Italy
 Tarentella
 culture

Assessments:

Teacher observation

MA6-5.3 Describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Dance Indicator Alignment: Standard 6-4 – Critical and Creative Thinking – The student will demonstrate and apply critical, creative, and analytic thinking in response to dance. DM1-4.3 – Identify and describe aesthetic criteria within dances (such as the skill of the performers, originality of choreography, intent of the choreographer, visual and/or emotional impact, variety, coherence, unity, contrast). Standard 6-5 – History and Culture – The student will relate and transfer meanings, ideas, and experiences from dance in various cultures and historical periods. DM1-5.2 – Identify the role of dance in various cultures and distinguish similarities and differences between/among their cultural and historical contexts.

Essential Question: What are the characteristics of this cultural media artwork?

Concepts and Critical Knowledge:

Understanding of the characteristics of cultural media artworks

Skills and Techniques:

Ability to analyze the characteristics of an Italian Tarentella film clip

Ability to blog ideals on a class website in response to a cultural film clip

Activities:

- The teacher will create a class blog.
- The teacher will post questions about the characteristics of this cultural media artwork. EXAMPLE: How does the costuming reflect the Italian culture? How does the movement reflect the Italian culture? Ect.
- The student will log onto the website and blog with the teacher and other students about the characteristics about this cultural media artwork.

Resources:

Computer with internet
Class website with blog

Vocabulary:

Blog
Italy
Tarentella
Media artwork
culture

Assessments:

Student responses through blogging

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA6-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Dance Indicator Alignment: Standard 6-7 – Connections – The student will be able to demonstrate connections between dance and other arts disciplines, other content areas, and the world. DM1-7.5 – Identify and describe applications of technology and documentation in the field of dance (e.g., technical production, notation, research, choreography, reconstruction of historical dance works).

Essential Question: Why is a copyright important in protecting your dance work? What are the elements of a copyright for a dance DVD?

Concepts and Critical Knowledge:

Understanding of the issues related to media arts and technology

Skills and Techniques:

Ability to identify aspects of copyright from dance DVD's

Ability to analyze and describe why it is important to copyright work

Activities:

- The teacher will present various dance DVD's to the class.
- The student will write down aspects of the DVD related to title, copyright, dancers, choreographers, date of performance, synopsis, ect.
- The class will analyze and describe why it is so important to include these aspects to a DVD. The class will also analyze what can happen if they do not copyright their dance work.

Resources:

Various dance DVD's

Vocabulary:

Copyright
plagiarism

Assessments:

Teacher observation

MA6-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Dance Indicator Alignment: Standard 6-2 – Choreography – The student will implement choreographic principles, processes, and structures. DM1-2.6 – Identify and demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative. DM1-2.7 – Work alone, with a partner, or in a small group during the choreographic process.

Essential Question: How can you practice legal and ethical behavior in creating a dance DVD?

Concepts and Critical Knowledge:

Understanding of legal and ethical behavior in relation to the media arts

Skills and Techniques:

Ability to choreograph a 64 count ABA movement phrase
Ability to select musical accompaniment
Ability to effectively title a dance work
Ability to upload digital video and digital photograph to a computer
Ability to use Windows Movie Maker to create credits
Ability to use Photoshop DVD Case Template
Ability to include all necessary/appropriate elements on a DVD case

Activities:

- The student will be put into a small group. The group will choreograph a 64 count ABA movement phrase using either ballet, jazz, or modern technique.
- The group will select musical accompaniment that appropriately fits the meaning of their dance work.
- The student will title the dance work.
- The teacher will video each choreographic study. The teacher will also take an action photograph of the group performing.
- The group will upload their digital video to Windows Movie Maker, create credits, and burn to a DVD.
- The group will upload the digital photograph to the computer.
- The group will use the Photoshop DVD case template to create a DVD case cover. The front of the DVD will include the title of the work, the action photograph, and the names of the choreographers/dancers. The back of the DVD will include the copyright, synopsis, audio track, running time, and date of the performance.

- The group will present their dance DVD's to the class.

Resources:

Computer with internet
Digital video camera
Digital photo camera
DVD's
Windows Movie Maker software
Photoshop software
DVD cases

Vocabulary:

Copyright
Legal behavior
Ethical behavior

Assessments:

Rubric

GRADE 7

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA7-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How do you use media arts in dance?

Concepts and Critical Knowledge:

- Knowledge of media processes, techniques, and applications

Skills and Techniques:

- Creating choreography
- Analysis
- Developing a plan

Activities:

- Students will split into groups of 3-4.
- Each group will create a dance phrase built around a theme.
- Each group will be given a media process, technique, or application to integrate into their phrase.
- Each group will create a written plan for how they will integrate the media process, technique, or application into their dance.

Resources:

- Digital tools for media processes, techniques, and applications

Assessments:

- Students will be assessed on their choreography and written plan

MA7-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: What media technologies, techniques, and processes are useful in creating dance?

Concepts and Critical Knowledge:

- Creating choreography
- Creating media artworks

Skills and Techniques:

- Videotaping dance
- Using digital tools
- Analysis

Activities:

- Students will create a dance phrase of choice.
- Students will be given 3 different media technologies, techniques, and processes
- Students will make 3 new drafts of their dance phrase each utilizing one media technology, technique, or process
- Students will videotape each others' phrases
- Students will view their own work
- Students will write a one-page evaluation of the technologies, techniques, and processes they used.

Resources:

- Digital tools for media processes, techniques, and applications
- Video camera
- Television
- VCR/DVD player
- Computer

Assessments:

- Students will be assessed on their choreography and written analysis

MA7-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are appropriate procedures for respectful and responsible care of media equipment and materials?

Concepts and Critical Knowledge:

- Using a computer

- Using media equipment and materials
- Creating a PowerPoint presentation

Skills and Techniques:

- Working well in a group
- Responsible care of equipment and material

Activities:

- Teacher will present the class with several media equipment/materials that are used with dance.
- Students will determine how to appropriately use each and write a defense of their answer
- Students will then create a PowerPoint presentation that includes the above information.

Resources:

- Media equipment/materials that are used with dance
- Computer

Assessments:

- Students will be assessed on their written defenses and PowerPoint presentations.

MA7-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What are the most effective tools and resources to use in creating a dance/media artwork?

Concepts and Critical Knowledge:

- Learning choreography
- Using digital tools and resources

Skills and Techniques:

- Analysis
- Creating a media artwork

Activities:

- The teacher will teach students a piece of choreography.

- Students will create a list of digital tools and resources as a class
- Students will vote on which digital tools to integrate into the dance.
- Students will split into groups of 3-4 and create a plan for how to integrate the digital tools into the dance.
- The teacher will choose a plan (or a combination of plans) for integrating the tools
- Students will aid the teacher in integrating the tools into the dance.

Resources:

- Music
- CD/Mp3 player
- Digital tools and resources

Assessments:

- Students will be assessed on their class participation in discussion/brainstorming and plans for integrating digital tools

MA7-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How did using media arts enhance performance quality?

Concepts and Critical Knowledge:

- Media literacy skills

Skills and Techniques:

- Videotaping dance
- Analysis

Activities:

- Students will split into pairs and create a dance using media arts
- Students will video tape their duets
- Students will determine 3 questions they would like to answer about their own work.
- Students will determine 3 questions they would like others to answer about their own work.
- Students will view all the videotaped works, answering their own questions about themselves and the questions each pair of choreographers provided them with.

Resources:

- Video camera
- Digital tools
- VCR/DVD player

Assessments:

- Students will be assessed on choreography with media arts and completion of all questions

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA7-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: How can the elements of artistic design enhance dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understanding of the elements of artistic design
- Understanding of negative and positive space

Activities:

- The teacher will review the elements of artistic design – line, shape, space, form, value, color, and texture.
- The teacher will further discuss the element of space focusing on negative and positive space. The teacher will show examples of abstract art showcase negative and positive space. (google images – www.google.com).
- The student will identify how negative and positive space can be used in dance choreography for film.

Resources:

- Computer
- Printed images of abstract artwork

Assessments:

- Teacher observation of participation will serve as the formal assessment for this indicator.

MA7-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question: How can you construct a digital media collage and choreography that communicates personal experience?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understanding of creative expression
- Understanding of personal experience
- Understanding of media artworks
- Ability to create body shapes
- Ability to photograph using a digital camera
- Ability to upload photographs to Smilebox and create a digital collage

Activities:

- The teacher will review the elements of artistic design space and color.
- The student will create ten interesting shapes that represent personal experience. Shapes should include: symmetrical, asymmetrical, curved, straight, angular, and twisted. Shapes should also use positive and negative space.
- Another student will be assigned to photograph the shapes. Some photographs must be taken in black and white and others will be taken in color.
- The student will upload their photographs to the computer.
- The student will then create a digital photo collage of their shapes using the Smilebox website – <http://www.smilebox.com>.
- The students will print collages and share with a partner.
- The pair will then create a dance for film using both collages with a heavy emphasis on positive and negative space. Another student will be assigned to videotape the dance.

Resources:

Smilebox website – <http://www.smilebox.com>

Computer with internet

Digital camera

Assessments:

- Students will be assessed on their collages and their choreography.

MA7-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How can you evaluate and describe the process and products created in this digital photo collage?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understanding of the process and products created in media arts

- Ability to create a rubric to assess student digital collage projects
- Ability to assess digital collage choreography
- Ability to reflect on the process of creating a dance media artwork

Activities:

- Pairs from the previous indicator will create a rubric to assess videos from MA7-2.1.
- The class will view the videos. The student will assess each dance based on the class created rubric.
- The student will write a reflection on the process of creating this dance media artwork and the final product of their choreography. The student will explain the connections between the shapes that were created, the digital photo collage that they responded with, and the choreography created.

Resources:

- Printed digital photo collages from MA7-2.2
- Choreography from MA7-2.2
- Class created rubric

Assessments:

- Class created rubric
- Written reflection

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA7-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the intended purpose and audience of this dance media text?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating a website
- Analysis
- Media literacy skills

Activities:

- Students will be put into a small group and each groups will choose a dance company to focus on (it may be helpful for the teacher to create a list of these ahead of time).
- Groups research the company and view a film of their performance.
- Groups will create a webpage for the dance company (<http://www.weebly.com/>) The name of the webpage should make it clear that this is a school project. The webpage should include the following:
 - History of the company
 - Current artistic director and members
 - Repertory (this can be a list or a collection of video clips, if available)
 - Calendar/upcoming performances (this can be made-up)
- Students will individually analyze all websites created, noting what the intended purpose and audience of each is.

Resources:

- Computer
- Internet
- Books, magazines, newspapers, etc. for research

Assessments:

- The websites created will serve as the formal assessment for this indicator.

MA7-3.2 Interpret increasingly complex **media texts**.

Essential Question: What are various dance companies' websites trying to tell you?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating websites
- Analysis
- Media literacy skills

Activities:

- Students will individually visit the following websites:
- <http://www.rhpm.org/>
- <http://www.parsonsdance.org/>
- <http://www.joffrey.org/index.asp>
- <http://www.jazztapensemble.org/>
- Students answer the following questions about each site:
- What type of dance company is this?
- Are they currently performing? If so, when is the next one?
- Do they have a mission statement? If so, what is it?
- What is the most important thing this dance company wants you to know according to their website?

Resources:

- Computers
- Internet

Assessments:

- The completed questions for each website will serve as the formal assessment for this indicator.

MA7-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How can you evaluate the effectiveness of a dance company's website?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating websites
- Analysis
- Media literacy skills

Activities:

- Students will revisit the websites listed in MA7-3.2 and answer the following questions:
- Is the website easy to navigate?
- Are there distractions?
- Is the website attractive?
- Is the language clear and easy to understand?

Resources:

- Computers
- Internet

Assessments:

- The completed questions for each website will serve as the formal assessment for this indicator.

MA7-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: How might different types of audiences respond differently to dance media arts texts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Accessing and navigating websites
- Analysis
- Word processing skills

Activities:

- The class will vote on which style of dance they would like to research.
- Students will split into groups of five and each member will choose one of the following roles:
- Dance student
- Professional dancer
- Someone interested in attending a dance performance that never has
- Someone interested in attending a dance performance that has been watching dance for 10 years
- A parent that is interested in learning more about the art form their child is interested in pursuing as a career

- Students will use the internet to research three dance companies' websites, viewing the website with their role in mind.
- Groups will compare and contrast how they saw things differently in each site according to their role.
- Each group will write a one-page reflection about their experience.

Resources:

- Computers
- Internet

Assessments:

- Each group's written reflection will serve as the formal assessment for this indicator

MA7-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: How can you find information about current dance performances through the internet?

Concepts, Skills, Techniques, and Critical Knowledge:

- Locating, accessing, and navigating websites
- Word processing skills

Activities:

- Students will be asked to create a list of local dance performance throughout a specified period of time (month, semester, etc.)
- Students will use the internet to find this information. Some examples of websites to visit include:
 - www.yellowpages.com find local dance companies and venues
 - www.google.com find websites of local dance companies and venues
 - www.thestate.com SC's premier newspaper (Columbia based)
 - www.free-times.com usually has an arts issue that lists various dance performances (mostly in Columbia)
 - www.postandcourier.com Charleston's newspaper
 - www.charlestoncitypaper.com entertainment news

Resources:

- Computer
- Internet

Assessments:

- The list of performances will serve as the formal indicator for this assessment.

MA7-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

Essential Question: Why are the websites of various dance companies created and by whom?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating a website
- Media literacy skills
- Word processing skills

Activities:

- Students will access www.alvinailey.org
- Students will answer the following questions about this website:
- Who created this website?
- What other websites have they created?
- Why would the Alvin Ailey American Dance Theatre want this website? What information does it make available to the public?

Resources:

- Computer
- Internet

Assessments:

- The answers to the above questions will serve as the assessment of this indicator.

MA7-3.7 Identify the techniques used in different **media texts** which reflect varying **perspectives** and **points-of-view**.

Essential Question: What are some of the different techniques and perspectives used in dance company websites?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating a website
- Analysis

- Media literacy skills
- Word processing skills

Activities:

- The class will review the dance company webpages created in MA7-3.1.
- For each website the student will write a one-paragraph reflection identifying the techniques utilized in creating these media texts, including on the varying perspectives shown in each dance company's website.

Resources:

- Dance websites commercials from MA7-3.1
- Computer
- Smart Board or projector
-

Assessments:

- Written reflections of websites will serve as the formal assessment for this indicator.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA7-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question: How do the media arts connect to everyday life, specifically everyday life in dance?

Concepts and Critical Knowledge:

Understanding of media art forms

Understanding of the connections between media arts and dance

Skills and Techniques:

Ability to identify the media art forms

Ability to analyze how media art connects to everyday life

Activities:

- The teacher will review the media art forms with the class; photography, film, audio, computer or digital arts, and interactive media.
- For each media art form the student will analyze how they connect to everyday life and more specifically, how they connect to everyday dance life.
- Students will individually choose a previous media arts infused dance they created and remake the dance using NO MEDIA ARTS.
- Students will perform the dances for each other and discuss the changes in meaning and effectiveness due to lack of media arts.

Resources:

- Videos of previous media arts infused dances students made

Assessments:

- Performance of dance with no media arts and participation in discussion will serve as the assessments for this indicator.

MA7-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How did the 3D elements of *Step Up 3D* enhance the film and vice versa?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Researching
- Word processing skills

Activities:

- Students will view the film *Step Up 3D* with 3D elements (this movie is currently only in theater, but will certainly go to DVD and be widely available for purchase)~parental permission may need to be obtained, as this film is rated PG-13.
- Students will research the process for creating 3D films.
- Students will write a reflection on the process of creating 3D film with dance and how both the film and the choreography are enhanced.

Resources:

- *Step Up 3D*
- Computer
- Internet

Assessments:

- The written reflection will serve as the formal assessment for this indicator.

MA7-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: how do you create a budget for a full scale ballet production?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of production elements in a full scale ballet
- Working well in a group
- Analysis
- Defending choices

Activities:

- The teacher will lead the students in a discussion of all the things that are involved in producing a full scale ballet.
- Students will break into groups of three.
- Each group will create a pie chart for the percentage of budget they think should be spent on each item.
- Groups will write a defense of why they assigned each percentage.

Resources:

- Computer

Assessments:

- The pie chart and written defense will serve as assessments for this indicator.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA7-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How have past and present cultures influenced the evolution of media arts, specifically film?

Concepts, Skills, Techniques, and Critical Knowledge:

- Navigating an online timeline
- Analysis

Activities:

- The teacher will ask the student to describe how film has evolved over time.
- The teacher will introduce Filmsite – <http://www.filmsite.org/milestones1900s.html>
- The class will navigate through the history of film timeline. They will identify when certain film technologies were invented and from who and what culture.
- The class will discuss the relationship of movement film and acting.

Resources:

- Computer
- Internet

Assessments:

- Teacher observation will serve as the assessment for this indicator

MA7-5.2 View and discuss media artwork that portrays the people and cultures of the world.

Essential Question: How is the African culture portrayed through the video of Katherine Dunham's "SHANGO"?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis

Activities:

- Students will watch “SHANGO”
- The teacher will lead students in a discussion of how this portrayed African culture
- Students will list the different digital tools that were involved in portraying the African culture and if/how they enhanced the audiences knowledge of African culture

Resources:

Assessments:

MA7-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How did media arts influence Alwin Nikolais’ work and how would it be produced differently today?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/Viewing dance
- Analysis
- Knowledge of media arts

Activities:

- Students will view Alwin Nikolais’ choreography (http://www.youtube.com/results?search_query=alwin+nikolais&aq=f, be careful in choosing piece, some has nudity)
- Students will analyze and describe media arts used in the choreography (in writing)
- Students will get with a partner and conjecture how things might have been different if the choreography was made now with all of today’s technological advances. These will be shared with the class.

Resources:

- Computer
- Internet

Assessments:

- Written analysis and class participation will serve as assessments for this indicator.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA7-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How can media arts impact a society?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy
- Analysis

Activities:

- Students will brainstorm commercials and print ads they have seen recently that address a human, cultural, or societal issue.
- Students will be asked to choose one from the list and answer the following questions about it (in writing):
- Did media arts make this commercial more effective? If so, how? If not, why not?
- Did movement make this commercial more effective? If so, how? If not, why not?

Resources:

- Smartboard/whiteboard (for brainstorm)

Assessments:

- Written answers to above questions will serve as the assessment for this indicator.

MA7-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How can you use legal and ethical behavior in editing music?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Word processing

Activities:

- Students will be asked to brainstorm how to legally and ethically edit music.
- Students will download music legally from an iTunes (<http://www.apple.com/itunes/>) or Rhapsody (<http://www.rhapsody.com/welcome.html>) or other legal music downloading website account setup by the teacher (if this is not possible, it can also be ripped from a CD of legally purchased music)
- Students will then use the free trial of WavePad (<http://wavepad.en.softonic.com/>) to edit the music.
- Students will burn the edited music to a CD using Windows Media Player.

Resources:

- Smartboard/whiteboard (brainstorm)
- Computer
- iTunes (<http://www.apple.com/itunes/>), Rhapsody (<http://www.rhapsody.com/welcome.html>) , or other legal music buying account
- WavePad (<http://wavepad.en.softonic.com/>)
- Blank CDs
- Windows Media Player (usually standard on a PC, can also iTunes)

Assessments:

- Appropriately edited music on CD will be the assessment for this indicator.

GRADE 8

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA8-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How can media arts processes, techniques, and applications enhance creating a dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Choreographing dance
- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills

Activities:

- Students will create a dance phrase built around a theme.
- Each student will be given a media process, technique, or application to integrate into their phrase.
- Each students phrase will be videotaped.
- The class will aid the teacher in editing the video so as to create on dance on film using various media processes, techniques, and applications.
- Students will view the video and journal about how the media processes, techniques, and applications enhanced the dance.

Resources:

- Theme (teacher can choose or allow students to choose)
- Video camera
- CD/Mp3 player
- Video editing software
- Computer
- projector
- screen (could also be scrim or cyc) to project images onto on the stage

Assessments:

- Students will be assessed on their choreography and use of technologies (teacher-made rubrics)

MA8-1.2 Analyze and use a variety of media technologies, techniques, and processes.

Essential Question: How can using technology aid the audience in understanding the ideas you are communicating through dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Media literacy skills
- Analysis
- Word processing skills

Activities:

- The class will collectively create a survey of meaning (for viewing dance)
- Students will watch a dance piece
- Students will complete the survey of meaning
- Students will watch another dance piece of a similar meaning that uses media arts
- Students will complete a second survey of meaning, including answering the following questions:
- How did the meaning of the dance change when the video footage was included?
- Was the idea more clear to you?
- Did you prefer the dance with or without the added technologies?
- Students will then write a one-page analysis from the gathered information from the two surveys of meaning.

Resources:

- 2 Dance videos (similar ideas should be conveyed in each dance, one using media arts, one not)
- Television
- VCR/DVD player
- Computer

Assessments:

- Students will be assessed on their one-page analysis

MA8-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are appropriate procedures for respectful and responsible care of media equipment and materials?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Responsible care of equipment and material

Activities:

- Students will split into pairs
- Teacher will present each pair of students with media equipment/materials that are used with dance.
- Students will determine how to appropriately use each and defend their answer
- Students will then create an example of appropriately integrating the media equipment/materials into a dance piece.

Resources:

- Various media equipment and materials

Assessments:

- Students will be assessed appropriately integrating their media equipment/materials into their dance piece.

MA8-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: What are the most effective tools and resources to use in creating a dance/media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

- Learning choreography
- Using digital tools and resources
- Analysis
- Creating a media artwork

Activities:

- The teacher will teach students a piece of choreography.
- Students will create a list of digital tools and resources as a class
- Students will vote on which digital tools to integrate into the dance.
- Students will individually create a plan for how to integrate the digital tools into the dance.
- The teacher will choose a plan (or a combination of plans) for integrating the tools
- Students will aid the teacher in integrating the tools into the dance.

Resources:

- Music
- CD/Mp3 player
- Digital tools and resources

Assessments:

- Students will be assessed on their class participation in discussion/brainstorming and plans for integrating digital tools

MA8-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How did using media arts enhance performance quality?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Videotaping dance
- Analysis

Activities:

- Students will create a dance solo using media arts
- Students will video tape their solos
- Students will determine 3 questions they would like to answer about their own work.
- Students will determine 3 questions they would like others to answer about their own work.
- Students will view all the videotaped works, answering their own questions about themselves and the questions each choreographer provided them with.

Resources:

- Video camera
- Digital tools
- VCR/DVD player

Assessments:

- Students will assessed on choreography with media arts and completion of all questions

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA8-2.1 Expand his or her media arts vocabulary.

Essential Question: How can the elements of artistic design enhance dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Understanding of the elements of artistic design
- Understanding of texture
- Creating choreography

Activities:

- The teacher will review the elements of artistic design – line, shape, space, form, value, color, and texture.
- The teacher will further discuss the element of texture.
- The student will create a dance phrase The teacher will show examples of four fabrics with different texture.
- Students will alter their dance phrase to match each fabric texture and combine all five phrases to create a dance.

Resources:

- 4 types of fabric with varying textures

Assessments:

- The final dance will serve as the formal assessment of this indicator.

MA8-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question: How can digital photography help communicate meaning and encourage creative expression in dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating choreography
- Creating a digital photo collage

Activities:

- Students will collect 5 of their favorite digital photographs that portray a significant memory and download them to a CD.
- Each student will create a solo that portrays each of these five memories.
- The students will combine their solos to create a class dance.
- All of the digital photos will be combined into a PhotoStory that will play in the background of the dance
(<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>). (the performance should be videotaped for future use)

Resources:

- Digital photos (provided by students)
- Computer
- Internet
- Music
- CD/Mp3 player

Assessments:

- The final performance of the class dance with the digital photo collage in background will serve as the formal assessment for this indicator.

MA8-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: How can we analyze and evaluate the processes and products in creating dance with media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Word processing skills

Activities:

- Students will view a video of the dance created in the previous indicator
- Students will write a one-page analysis of the process used to create the dance and the effectiveness of the product created.

Resources:

- Television
- VCR/DVD player

- Computer

Assessments:

- The written analysis will serve as the formal assessment for this indicator

MA8-2.4 Apply elements of artistic design specific to individual media.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA8-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the intended purpose and audience of this dance media text?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating a website
- Analysis
- Media literacy skills

Activities:

- Students will individually choose a dance performance or event to focus on (it may be helpful for the teacher to create a list of these ahead of time).
- Students will research the dance performance or event.
- Groups will create an HTML email advertisement for the dance performance or event (<http://www.templatezone.com/html-email-marketing-software/high-impact-email-free-trial-download>)
- Students will individually analyze all advertisements created, noting what the intended purpose and audience of each is.

Resources:

- Computer
- Internet
- Books, magazines, newspapers, etc. for research

Assessments:

- The advertisements created will serve as the formal assessment for this indicator.

MA8-3.2 Interpret increasingly complex **media texts**.

Essential Question: What are various dance companies' email advertisements trying to tell you?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing email
- Analysis
- Media literacy skills

Activities:

- Students will view several HTML email advertisements from dance companies (these can be obtained by signing up to be on a dance company's emailing list on their website)
- Students answer the following questions about each advertisement:
 - What type of dance company is this?
 - What are they advertising in this email?
 - What is the most important thing this dance company wants you to know according to this advertisement?

Resources:

- Computers
- Internet

Assessments:

- The completed questions for each email advertisement will serve as the formal assessment for this indicator.

MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How can you evaluate the effectiveness of a dance company's HTML email advertisement?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing email
- Analysis
- Media literacy skills

Activities:

- Students will revisit the HTML email advertisement from MA8-3.2 and answer the following questions:
 - Is the email easy to navigate?
 - Are there distractions?
 - Is the email attractive?

- Is the language clear and easy to understand?

Resources:

- Computers
- Internet

Assessments:

- The completed questions for each email advertisement will serve as the formal assessment for this indicator.

MA8-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: How might different types of audiences respond differently to dance media arts texts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating websites
- Analysis
- Word processing skills

Activities:

- The class will vote on which style of dance they would like to research.
- Students will individually email each from the perspective of each of the following roles:
 - Dance student
 - Professional dancer
 - Someone interested in attending a dance performance that never has
 - Someone interested in attending a dance performance that has been watching dance for 10 years
 - A parent that is interested in learning more about the art form their child is interested in pursuing as a career
- Students will.
- Students will compare and contrast how they saw things differently in each site according to the different roles.
- Each student will write a one-page reflection about their experience.

Resources:

- Computers
- Internet

Assessments:

- Each student's written reflection will serve as the formal assessment for this indicator

MA8-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question: How can you find information about current dance performances through the internet?

Concepts, Skills, Techniques, and Critical Knowledge:

- Locating, accessing, and navigating websites
- Word processing skills

Activities:

- Students will be asked to create a list of local dance performance throughout a specified period of time (month, semester, etc.)
- Students will use the internet to find this information. Some examples of websites to visit include:
 - www.yellowpages.com find local dance companies and venues
 - www.google.com find websites of local dance companies and venues
 - www.thestate.com SC's premier newspaper (Columbia based)
 - www.free-times.com usually has an arts issue that lists various dance performances (mostly in Columbia)
 - www.postandcourier.com Charleston's newspaper
 - www.charlestoncitypaper.com entertainment news
- Students will create an HTML email advertisement (<http://www.templatezone.com/html-email-marketing-software/high-impact-email-free-trial-download>) of the performance and email to 10 friends.

Resources:

- Computer
- Internet

Assessments:

- The list of performances, HTML email advertisement, and proof of sending of emails to 10 friends will serve as the formal indicator for this assessment.

MA8-3.6 Identify whose point of view is presented in a **media text** and identify missing or alternative points of view.

Essential Question: Why are the websites of various dance companies created and by whom?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating a website
- Media literacy skills
- Word processing skills

Activities:

- Students will access <http://www.dcdc.org/>
- Students will answer the following questions about this website:
- Who created this website?
- What other websites have they created?
- Why would the Dayton Contemporary Dance Company want this website? What information does it make available to the public?

Resources:

- Computer
- Internet

Assessments:

- The answers to the above questions will serve as the assessment of this indicator.

MA8-3.7 Identify whose **point-of-view** is presented in a media text and identify missing or alternative **points-of-view**.

Essential Question: What are some of the different techniques and perspectives used in dance company websites?

Concepts, Skills, Techniques, and Critical Knowledge:

- Accessing and navigating a website
- Analysis
- Media literacy skills
- Word processing skills

Activities:

- The class will review the dance company HTML email advertisements created in MA8-3.1.
- For each email advertisement the student will write a one-paragraph reflection identifying the techniques utilized in creating these media texts, including on the varying perspectives shown in each email advertisement.

Resources:

- Dance company HTML email advertisements from MA8-3.1
- Computer
- Smart Board or projector

Assessments:

- Written reflections of email advertisements will serve as the formal assessment for this indicator.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA8-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question: How do the media arts connect to everyday life, specifically everyday life in dance?

Concepts and Critical Knowledge:

Understanding of media art forms

Understanding of the connections between media arts and dance

Skills and Techniques:

Ability to identify the media art forms

Ability to analyze how media art connects to everyday life

Activities:

- The teacher will review the media art forms with the class; photography, film, audio, computer or digital arts, and interactive media.
- For each media art form the student will analyze how they connect to everyday life and more specifically, how they connect to everyday dance life.
- Students will individually create a dance that infuses one of the above forms and highlights its everyday uses.
- Students will perform the solos for each other and discuss the changes in meaning and effectiveness due to lack of media arts.

Resources:

- Digital tools necessary for creating dances in the various media forms (video camera and editing software for film, digital camera for photography, etc.)

Assessments:

- Performance of solo and participation in discussion will serve as the assessments for this indicator.

MA8-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How did the various technological aspects of *Avatar* enhance the film and vice versa?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Researching
- Word processing skills

Activities:

- Students will view the film *Avatar* with 3D elements ([http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=avatar&ih=3 1 1 1 0 0 0 0 0 1.156 72&fsc=2](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=avatar&ih=3%201%201%201%200%200%200%200%201.156%2072&fsc=2)) ~parental permission may need to be obtained, as this film is rated PG-13.
- Students will research the various technological aspects used in *Avatar* (1 example: <http://www.scienceprog.com/technologies-used-in-avatar-movie/>).
- Students will write a reflection on the process of creating the film with the various technologies, integrating movement, and how the film was enhanced.

Resources:

- *Avatar*
- Computer
- Internet

Assessments:

- The written reflection will serve as the formal assessment for this indicator.

MA8-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: how do you create a budget for a full scale media arts infused dance performance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of production elements in a full scale media-arts infused dance performance
- Analysis
- Defending choices

Activities:

- The teacher will lead the students in a discussion of all the things that are involved in producing a full scale media-arts infused dance performance
- Each student will create a pie chart for the percentage of budget they think should be spent on each item.
- Students will write a defense of why they assigned each percentage.

Resources:

- Computer

Assessments:

- The pie chart and written defense will serve as assessments for this indicator.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA8-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How have digital tools influenced the evolution of media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Using digital tools
- Analysis
- Synthesis
- Researching
- Creating a PowerPoint presentation

Activities:

- Students will get into groups of 3 or 4.
- Each group will be given a different digital tool.
- Groups will trace the history and usage of the digital tool
- Groups will create a PowerPoint presentation of the history and usage of the digital tool and how the digital tool has enhanced media arts creation.

Resources:

- Digital tools
- Computer
- Internet

Assessments:

- The PowerPoint presentation will serve as the formal assessment for this indicator

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

Essential Question:

Concepts, Skills, Techniques, and Critical Knowledge:**Activities:**

- Students will be introduced to Columbia City Ballet's *Off the Wall and Onto the Stage: Dancing the Art of Jonathon Green* and watch a video clip, if available.
- The teacher will lead the students in a discussion of how this integrated dance, media arts, and South Carolina culture
- Students will then create a Venn Diagram that compares and contrasts *Off the Wall and Onto the Stage: Dancing the Art of Jonathon Green* with another ballet of their choice about another culture (i.e. *Don Quixote*).

Resources:

- Information about *Off the Wall and Onto the Stage: Dancing the Art of Jonathon Green*, video clip if available (<http://www.dancingtheart.com/>)

Assessments:

- Venn Diagram will serve as the formal assessment for this indicator

MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How is filming dance similar and different in different cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Knowledge of Media arts
- Word processing skills

Activities:

- Students will watch 2 dance videos, each from a different culture (style of dance does not matter)
- Students will be asked to write a one-page analysis of how filming the dance was similar and different from one culture to another.

Resources:

- Videos of dance from different cultures (www.dancehorizons.com)
- Computer

Assessments:

- The written analysis will serve as the formal assessment for this indicator

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA8-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: How can media arts impact a society?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy
- Analysis

Activities:

- The teacher will show students commercials of social issues that include movement.
- Students will be asked to answer the following (in writing):
- Did media arts make this commercial more effective? If so, how? If not, why not?
- Did movement make this commercial more effective? If so, how? If not, why not?

Resources:

- Videos of commercials

Assessments:

- Written answers to above questions will serve as the assessment for this indicator.

MA8-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are legal and ethical behaviors in media arts and technology?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis

- Word processing

Activities:

- Students will be asked to journal about a time in their past when they did not use legal and ethical behavior regarding media arts and technology and dance.
- The teacher will lead students in a discussion of why they did not use legal and ethical behavior (it was easier, it was cheaper/free, etc.)
- Students will write a one-page reflection about this incidence and how they would do it differently in the future and how/if it would change the outcome of the artwork.

Resources:

- Smartboard/whiteboard (journal prompt)
- Computer

Assessments:

- One-page reflection will serve as the assessment for this indicator.

HIGH SCHOOL: LEVEL 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How can media arts processes, techniques, and applications enhance creating a dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Choreographing dance
- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills

Activities:

- Students will split into groups of 3 or 4.
- Each group will create a dance piece built around a theme. They will also choose two technologies to integrate into their dance piece to create a media artwork.
- Groups will present the dance pieces to each other.
- After each group shows their work, the audience will engage the choreographers in a discussion of how the chosen technologies enhanced the dance piece.

Resources:

- Themes (teacher can create their own list to choose from or allow students to choose)
- Video camera
- CD/Mp3 player
- Video editing software
- Computer
- projector

- screen (could also be scrim or cyc) to project images onto on the stage

Assessments:

- Students will be assessed on their choreography, and use of technologies (teacher-made rubrics)

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can using technology aid the audience in understanding the ideas you are communicating through dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills
- Word processing skills

Activities:

- Groups from the previous indicators will create a survey of meaning for audience members (not classmates) to complete after watching the choreography created for the previous indicator.
- Students will show choreography created for the previous indicator to a control audience without added technologies.
- Control audience will then be asked to complete the survey of meaning created by the choreographers
- Control audience will re-watch the dance including the added technologies.
- Control audience will then complete a second survey of meaning created by the choreographers including the following questions:
- How did the meaning of the dance change when the video footage was included?
- Was the idea more clear to you?
- Did you prefer the dance with or without the added technologies?
- Teacher will then guide the choreographers, dancers, and audience members in a discussion of the experiment

Resources:

- Choreography from previous indicator

- CD/Mp3 player
- projector
- screen (could also be scrim or cyc) to project images onto on the stage
- Surveys of meaning created by each choreographer (enough copies for all control audience members)
- Computer

Assessments:

- Students will be assessed on their survey of meaning (teacher-made rubric)

MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are appropriate procedures for respectful and responsible care of media equipment and materials?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Media equipment and materials
- Responsible care of equipment and material

Activities:

- Teacher will present each student with media equipment/materials that are used with dance.
- Students will determine how to appropriately use each and defend their answer
- Students will then create an example of appropriately integrating the media equipment/materials into a dance piece.

Resources:

- Various media equipment and materials

Assessments:

- Students will be assessed appropriately integrating their media equipment/materials into their dance piece.

MAHS1-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: How do you determine the most effective tools and resources to use in creating a dance/media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Digital tools and resources
- Analysis
- Creating a media artwork

Activities:

- Students will create a list of digital tools and resources as a class
- Students will break into small groups of 3-4
- The teacher will give each group a different media arts project proposal.
- Groups will list all the digital tools and resources that would be used in following through with these projects.
- Groups will present their ideas to the class and defend their choices.

Resources:

- Whiteboard/Smartboard for class brainstorm
- Media Arts project proposals (teacher-made)
- Paper
- Writing utensil

Assessments:

- Students will be assessed on their class participation in discussion/brainstorming, group work (teacher-made rubric), and defending their choices

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How did using media arts enhance performance quality?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Working well with a group

Activities:

- Students will individually create a questionnaire about performance quality and success
- Students will trade their questionnaire with another student.
- Students will view a videotape of a dance performance that uses the media arts and use the questionnaire to evaluate the performance quality.

Resources:

- Video tape/DVD of performance that was a result of previous indicators
- VCR/DVD player

Assessments:

- Students will be assessed on creation of performance quality and success questionnaire

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS1-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What vocabulary is important in the creation of dances using media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Vocabulary
- Familiarity with using media arts in dance
- Choreographing dance

Activities:

- Students will brainstorm relevant vocabulary to dance and media arts.
- Students will break into groups of 3, choose 6 words, and create a dance phrase that demonstrates each vocabulary word.

Resources:

- Smartboard/Whiteboard for brainstorm

Assessments:

- Students will be assessed on the dance phrase and how it effectively communicates the meaning of the vocabulary words.

MAHS1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can dance and media arts portray ideas of social concern?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Choreographing dance
- Videotaping dance
- Editing video footage
- Media literacy skills

Activities:

- Students will brainstorm current social issues.
- The class will vote on an issue on which to focus.
- Students will split into groups of three, research their topic and create an outline of important factors involved in the issue (history, purpose, differing opinions, etc)
- Students will choose a piece of music that appropriately matches their topic.
- Students will use music and information to create a dance piece that relates to their topic and videotape it.
- Students will then use digital tools to edit their video and find a way to insert the researched information into the film.

Resources:

- Smartboard/Whiteboard for brainstorm
- Computers
- Books, internet, magazines, etc. for research
- Video cameras
- Video editing software

Assessments:

- The video will serve as the formal assessments for this project.

MAHS1-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What are the processes and products used in creating dances using the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Understanding of digital tools

Activities:

- The teacher will write the process for using a particular digital tool in dance on the board. (this is not being provided as each teacher's preferred process may differ)

- Students will then brainstorm what types of products could come from using this process with this particular digital tool.
- Students will find a partner and each pair be given a different digital tool.
- Each pair will then write a process for using the digital tool in dance and list at least 3 different types of products that could come from the process.

Resources:

- Various digital tools (if the tools themselves are not available, slips of paper with the name of tool written on it will suffice)
- Paper
- Writing utensils

Assessments:

- Written process and products will serve as formal assessments.

MAHS1-2.4 Apply elements of artistic design specific to individual media.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS1-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: How can press releases help audiences of dance performances better understand the intention of the work?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Creating a press release
- Word processing skills

Activities:

- Students will be given a copy of a press release for a dance performance. This can be found in your local newspaper or by searching “dance press releases” in www.google.com)
- The teacher will lead the students in a discussion of how the media text addressed its intended purpose and audience.
- Students will individually write a press release for an upcoming performance.

Resources:

- Enough copies of a press release for a dance performance for each student (This can be found in your local newspaper or by searching “dance press releases” in www.google.com)
- Computer

Assessments:

- The press release will serve as the formal assessment for this indicator.

MAHS1-3.2 Create messages using **media texts**.

Essential Question: How can flashmobbing send messages to the public?

Concepts, Skills, Techniques, and Critical Knowledge:

- Emailing
- Creating messages through dance/improvisation

- Analysis

Activities:

- Students will be introduced to flashmobbing (definition: a group of people who organize on the Internet and then quickly assemble in a public place, do something bizarre, and disperse~www.dictionary.com)
- The teacher will discuss the famous “Silent Disco” flashmob in London (http://en.wikipedia.org/wiki/Flash_mob)
- Students will decide on the details of the flashmob they will be instituting
- It should include dancing
- It should not interfere with the regular school day (unless approved)
- It should communicate a clear idea
- Students will institute the flashmob using email and social networks.
- The teacher will videotape the flashmob.
- Students will view the video of the flashmob and discuss its effectiveness.

Resources:

- Computer
- Internet
- Email access
- Social network access

Assessments:

- Institution of flashmob will serve as the formal assessment for this indicator.

MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do dance reviews help potential audience members?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Writing about dance critically
- Analysis

Activities:

- Students will view a film of a dance piece or a live performance.
- Students will discuss the most important elements that should be included in a dance review about this piece.

- Students will individually write a one-page review of the piece, including their opinions, but also aiding potential audience members in being prepared to watch the performance.

Resources:

- Film of a dance piece or live performance
- Computer

Assessments:

- The one-page review will serve as the assessments for this indicator.

MAHS1-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways in which they help to create meaning.

Essential Question: How do codes and conventions aid media texts in portraying their intended meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy skills

Activities:

- Students will be given copies two audition announcements for local dance companies. (these can be found by contacting local dance companies or in the newspaper)
- Students will individually list the codes and conventions used in the audition announcements.

Resources:

- Enough copies of two audition announcements for local dance companies for each student

Assessments:

- The list of codes and conventions will serve as the assessments of this indicator.

MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How can we evaluate dance through television?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Interviewing skills
- Video recording skills
- Video editing skills

Activities:

- Students will watch a film of a dance piece or a live performance.
- Students will pair up, evaluate the dance piece in discussion, and choose three most important points.
- Pairs will decide who will be interviewer and the interviewee.
- Students from another pair will video tape the mock interview, talk show style!
- The class will work together to edit the video footage into one “talk show” about the dance piece.

Resources:

- Film of dance piece or a live performance
- Video camera
- Video editing software

Assessments:

- The “talk show” will serve as the formal assessment for this indicator.

MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: How do language, tone, and point-of-view help to convey the meaning of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Creating a rubric
- Media literacy skills

Activities:

- Students will individually create a rubric for effectively communicating meaning in media text. The following categories should be included:

- Language
- Tone
- Point-of-view
- Each student will be given a media text about dance to evaluate. These can be magazine articles, websites, etc.

Resources:

- Computer
- Internet
- Various media texts about dance

Assessments:

- Individual analyses of media text using the class-made rubric will serve as the formal assessment for this indicator.

MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can media genres/forms help convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Word processing skills

Activities:

- Students, as a class, will be asked to identify the characteristics of the following media genres/forms:
- Dance print advertisements
- Dance radio advertisements
- Dance press releases
- Dance commercials
- Dance reviews
- Audition announcements
- Dance documentaries
- Dance films
- Students will individually choose one of the above media genres/forms and describe in writing how it can help convey meaning and influence the audience.

Resources:

- Smartboard/Whiteboard for identifying characteristics
- Computer

Assessments:

- The written descriptions will serve as the formal assessment for this indicator.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS1-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How can we use media arts and everyday movement to create dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of media arts
- Maintain a blog
- Analysis

Activities:

- The teacher will walk through the halls of the school during class changes and take digital pictures of students performing everyday activities.
- The teacher will choose eight pictures and print five copies of each.
- The teacher will split the class into five groups.
- Each group will receive the same set of eight pictures.
- Groups will create a dance based on the set of pictures.

Resources:

- Digital camera
- Computer
- Printer
- Music
- CD/Mp3 player

Assessments:

- The group dances will serve as assessments for this indicator.

MAHS1-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do other artforms enhance the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy skills
- Choreographing a dance for video

Activities:

- Students will brainstorm different art forms
- Students will split into groups of four or five and choose three art forms from the list.
- Groups will create a dance for video that integrates the three other artforms.
- Students will watch each others' videos and discuss how the other artforms enhanced the dance.

Resources:

- Smartboard/whiteboard for brainstorm
- Video camera
- Video editing software
- Computer

Assessments:

- The video of the group dance will serve as the formal assessment for this indicator.

MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: How do you budget for a media arts infused production?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating a budget
- Researching

Activities:

- Students will journal about all the financial aspects that are included in producing a media arts infused dance performance.
- Students will then individually create a mock budget for a media arts infused performance. It should be specific enough to include space rental

- for rehearsal and performance, shoes, costumes, compensation for ALL involved, etc. This will involve research.
- Students will then determine an appropriate ticket price and minimum audience capacity to earn a 10% profit.

Resources:

- Computer
- Internet

Assessments:

- Budgets, ticket price, and minimum audience capacity will serve as the assessments for this indicator.

MAHS1-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can we analyze and evaluate the global economic value of the creative aspects of the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Defending choices
- Knowledge of digital tools

Activities:

- The teacher will lead the class in creating a value system for the creative aspects of the media art
- Students will break into groups of three or four.
- Each group will be given five digital tools (or the name of them)
- Groups will assign each digital tool a value from the class-created system.
- Students will share their values with the class and defend their choices.

Resources:

- Digital tools, if available

Assessments:

- Students will be assessed on their class participation for this indicator.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How can the media arts make others more aware of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Researching
- Videotaping dance
- Editing video footage
- Learning and performing traditional dances

Activities:

- The teacher will teach a traditional dance from a chosen culture
- Students will break into groups of 3 and research that culture
- Students will videotape each other performing the traditional dance in traditional costume or a semblance of.
- Students will upload their videos to You Tube or Teacher Tube (www.youtube.com, www.teachertube.com)
- The group will then create a wall of the culture using WallWisher (<http://www.wallwisher.com/>) by uploading their videos and researched information

Resources:

- Computer
- Internet
- *Multicultural Folk Dance Treasure Chest* or other resource for traditional dances from other culture
- Video camera
- CD/Mp3 player
- Costume making materials

Assessments:

- The Wall created with WallWisher will serve as the formal assessment for this indicator.

MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.

Essential Question: How can dance and media arts help portray the culture of Mexico?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Learning and performing traditional dance

Activities:

- Students will watch an example of *El Jarabe Tapatio* (<http://www.classroom20.com/video/el-jarabe-tapatiomexican-folk>)
- The teacher will lead students in a discussion of how this portrayed Mexican culture
- Students will list the different digital tools that were involved in portraying the Mexican culture and if/how they enhanced the audiences knowledge of Mexican culture
- The teacher will teach the students a *El Jarabe Tapatio*

Resources:

- Film of *El Jarabe Tapatio* (<http://www.classroom20.com/video/el-jarabe-tapatiomexican-folk>)
- Multicultural Folk Dance Treasure Chest or other resource for teaching *El Jarabe Tapatio*
- Television
- VCR/DVD player
- CD/Mp3 player
- Computer

Assessments:

- Written list and analysis and performance of *El Jarabe Tapatio* should serve as formal assessments of this indicator

MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How have the media arts evolved enhanced dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Understanding of the media arts
- Word processing skills

Activities:

- Students will observe a print ad (poster, playbill, press photo) of a piece of choreography or performance from 2 different time periods
- Students will journal about the similarities and differences in the media arts involved with each print ad.
- Students will write a one-page reflection of the above journal and the effectiveness of the media arts.

Resources:

- Print ads of a piece of choreography or performance from 2 different time periods (these can be found by visiting Dance Company and Venue websites; some are online, some will have to be requested through mail)
- Computer

Assessments:

- One-page reflection will serve as the formal assessment for this indicator.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS1-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: Can media arts change a society or culture?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Visual Image creation
- Media literacy

Activities:

- Students will brainstorm significant current issues regarding the government (such as current election, healthcare reform, etc.).
- Students will break into groups of 3 and choose and research one current issue.
- Groups will create visual images (photographs, print ads, videos, etc.) using dance and the information about the chosen current issue.
- The class will view and respond to each others' visual images, answering the following questions:
- How did this visual image make you feel?
- Could this visual image change your mind? Why or why not?
- What do you think the creators of this visual image wanted you to take away from it?

Resources:

- Computer
- Internet, newspapers, books, etc. for research
- Digital tools (video camera, digital camera, etc.)

Assessments:

- The visual image will serve as the formal assessment for this indicator.

MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are legal and ethical behaviors in media arts and technology?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Synthesis
- Word processing

Activities:

- The teacher will write 3 different ethical dilemmas in media and technology and dance on the board.
- Students will journal about these ethical dilemmas, stating how they would resolve the issue.
- Students will discuss their answers with the class.

Resources:

- Smartboard/whiteboard

Assessments:

- Teacher observation of the discussion will serve as the assessment for this indicator.

HIGH SCHOOL: LEVEL 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How can media arts processes, techniques, and applications enhance creating a dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Choreographing dance
- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills

Activities:

- Students will split into groups of 3 or 4.
- Each group will create a dance piece built around a chosen commercial. (Each group should choose their own commercial) Clips of the commercial and relevant other media will be projected during the performance. (this should make enough dances for a showcase)

Resources:

- Various commercials (teacher can create their own list to choose from or allow students to choose)
- Video camera
- CD/Mp3 player
- Video editing software
- Computer
- projector
- screen (could also be scrim or cyc) to project images onto on the stage

Assessments:

- Students will be assessed on their use of video, video editing capabilities, meshing of video and choreography, and quality of choreography (teacher-made rubrics)

MAHS2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can using technology aid the audience in understanding the ideas you are communicating through dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills
- Word processing skills

Activities:

- Groups from the previous indicators will create a survey of meaning for audience members to complete after watching the choreography created for the previous indicator.
- Students will show choreography created for the previous indicator to a control audience without video footage
- Control audience will then be asked to complete a survey of meaning created by the choreographers
- Control audience will re-watch the dance including the video footage
- Control audience will then complete a second survey of meaning created by the choreographers including the following questions:
- How did the meaning of the dance change when the video footage was included?
- Was the idea more clear to you?
- Did you prefer the dance with or without video?
- Teacher will then guide the choreographers, dancers, and audience members in a discussion of the experiment
- Choreographers will use the information gathered to create a second draft of their project.

Resources:

- Video footage created for previous indicator
- CD/Mp3 player

- projector
- screen (could also be scrim or cyc) to project images onto on the stage
- Surveys of meaning created by each choreographer (enough copies for all control audience members)
- Computer

Assessments:

- Students will be assessed on their survey of meaning and 2nd draft (teacher-made rubric)

MAHS2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are appropriate procedures for respectful and responsible care of media equipment and materials?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working well in a group
- Media equipment and materials
- Responsible care of equipment and material

Activities:

- Students will go back to their groups from the previous indicators
- Teacher will present each group with 3 various media equipment/materials that are used with dance.
- Groups will determine how to appropriately use each and defend their answer
- Groups will create guidelines for how to appropriately use each.
- Groups will share their findings and the class will mesh their guidelines together to create a set of classroom guidelines.

Resources:

- Various media equipment and materials
- Whiteboard/Smartboard
- Butcher paper/poster to display guidelines that can be referred to throughout the school year

Assessments:

- Students will be assessed on their participation in all activities and the class created guidelines.

MAHS2-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: What criteria are used to determine the most effective tools and resources to use in creating a dance/media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Digital tools and resources
- Analysis
- Creating a media artwork

Activities:

- Students will create a list of digital tools and resources as a class
- Students will break into small groups of 3-4
- The teacher will give each group 3 different media arts project proposals.
- Groups will list all the digital tools and resources that would be used in following through with these projects.
- Groups will present their ideas to the class and defend their choices.

Resources:

- Whiteboard/Smartboard for class brainstorm
- Media Arts project proposals (teacher-made)
- Paper
- Writing utensil

Assessments:

- Students will be assessed on their class participation in discussion/brainstorming, group work (teacher-made rubric), and defending their choices

MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: How did using media arts enhance performance quality?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Working well with a group

Activities:

- Students will individually create a questionnaire about performance quality and success
- Students will trade their questionnaire with another student.
- Students will view a videotape of the performance that was a result of previous indicators and use the questionnaire to evaluate the performance quality.

Resources:

- Video tape/DVD of performance that was a result of previous indicators
- VCR/DVD player

Assessments:

- Students will be assessed on creation of performance quality and success questionnaire

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS2-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What vocabulary is important in the creation of dances using media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Vocabulary
- Familiarity with using media arts in dance
- Choreographing dance

Activities:

- Students will brainstorm relevant vocabulary to dance and media arts.
- Each student will choose 3 words and create a dance phrase that demonstrates the vocabulary word.

Resources:

- Smartboard/Whiteboard for brainstorm

Assessments:

- Students will be assessed on the dance phrase and how it effectively communicates the meaning of the vocabulary words.

MAHS2-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can dance and media arts portray ideas of social concern?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Choreographing dance
- Videotaping dance
- Editing video footage
- Media literacy skills

Activities:

- Students will brainstorm current social issues.
- The class will vote on an issue on which to focus.
- Students will split into groups of three, research their topic and create an outline of important factors involved in the issue (history, purpose, differing opinions, etc)
- Students will choose a piece of music that appropriately matches their topic.
- Students will use music and information to create a dance piece that relates to their topic and videotape it.
- Students will then use digital tools to edit their video and find a way to insert the researched information into the film.

Resources:

- Smartboard/Whiteboard for brainstorm
- Computers
- Books, internet, magazines, etc. for research
- Video cameras
- Video editing software

Assessments:

- The video will serve as the formal assessments for this project.

MAHS2-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What are the processes and products used in creating dances using the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Understanding of digital tools

Activities:

- The teacher will write the process for using a particular digital tool in dance on the board. (this is not being provided as each teacher's preferred process may differ)

- Students will then brainstorm what types of products could come from using this process with this particular digital tool.
- Students will then each be given a different digital tool.
- Each student will then write a process for using the digital tool in dance and list at least 3 different types of products that could come from the process.
- Each student will choose one of the products to create (this should be a short example, not a full dance or project).

Resources:

- Various digital tools (if the tools themselves are not available, slips of paper with the name of tool written on it will suffice)
- Paper
- Writing utensils

Assessments:

- Written process and products and product created will serve as formal assessments.

MAHS2-2.4 Apply elements of artistic design specific to individual media.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS2-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: How can print advertisements help audiences of dance performances better understand the intention of the work?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating a print advertisement
- Creating a survey
- Creating a digital pie chart

Activities:

- In preparing a performance, students will individually use digital tools to create a print advertisement about their upcoming performance
- Each student should choose a different venue to display their print advertisement.
- After the performance, audience member will be asked to complete a short survey included in their program. The survey should include the following questions:
 - Did you see a print advertisement for this performance? If so, where?
 - Did the print advertisement encourage you to come to the performance?
 - Did the print advertisement help you understand the performance?
 - Would you have attended the performance if you had not seen the print advertisement?
 - Would you have understood the performance if you had not seen the print advertisement?
- Students will create a digital pie chart of their findings.

Resources:

- Graphic arts software
- Other digital tools needed to create print advertisement
- Computer (to make pie chart)

Assessments:

- The print advertisement and pie chart will serve as assessments for this indicator.

MAHS2-3.2 Create messages using **media texts**.

Essential Question: How can we use media texts and dance to create messages?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating choreography
- Debating
- Working with a partner
- Media literacy

Activities:

- The teacher will give each student a statement (this can be about ANYTHING).
- Students will individually create a short dance phrase that communicates their statement.
- Each student will then choose media texts about their statements that can enhance their dance and integrate these into their dance phrase. These can be provided by the teacher or found through research.

Resources:

- Statements
- Computer
- Newspapers, magazines, etc. for research

Assessments:

- The final live performance of the dance phrases with media texts integrated will serve as the formal assessment of this indicator.

MAHS2-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do dance reviews help potential audience members?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Writing about dance critically

- Analysis

Activities:

- Students will read a review of a dance piece (this can be created by the teacher, if needed)
- Students will discuss the review and, as a class, create a list of their expectations of this dance performance.
- Students will view a film of this dance piece or a live performance.
- Students will write a one-page reflection of how reading the review first did or did not aid them in preparing to watch the performance and effectiveness of the presentation and treatment of ideas in the written review.

Resources:

- Film of a dance piece or live performance
- Written review of dance piece
- Computer

Assessments:

- The one-page reflection will serve as the assessments for this indicator.

MAHS2-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: How do codes and conventions aid media texts in portraying their intended meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy skills
- Creating a Venn diagram

Activities:

- Students will be given copies two advertisements for local dance performances. (this can be found by contacting local dance schools or companies)
- Students will individually mark the various codes and conventions found in each advertisement.
- Students will create a Venn Diagram of the two advertisements comparing and contrasting how the codes and conventions were used and helped to create meaning.

Resources:

- Enough copies of 2 advertisements for local dance performances for each student
- Markers

Assessments:

- The marked advertisements and Venn Diagrams will serve as the assessments of this indicator.

MAHS2-3.5 Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How do media arts aid information dissemination in dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analyzing
- Media literacy
- Creating choreography
- Integrating media into dance

Activities:

- Students will be exposed to a commercial, radio spot, internet site/advertisement/social networking post, and text message about the same subject.
- Students will discuss the commonalities in the media.
- Students will individually determine which media is most effective and create a dance solo based around it that also integrates the media.

Resources:

- Commercial, radio spot, internet site/advertisement/social networking post, and text message about the same subject (www.google.com, www.youtube.com, www.facebook.com, www.myspace.com, www.twitter.com, etc.)
- Music, if desired
- CD/Mp3 player
- Digital tools necessary for integrating media into dance

Assessments:

- The solo with integrated media will serve as the formal assessment of this indicator.

MAHS2-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: How does point-of-view in media text effect interpretation of messages?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Creating a print advertisement
- Word processing skills

Activities:

- The teacher will show students a print advertisement of dance supplies (www.discountdancesupply.com, etc.)
- Students will remake a version of the print advertisement that changes the intended audience to studio owners, rather than dance students and dancers.
- Students will write a half-page reflection of how altering the point-of-view changed the message.

Resources:

- Print advertisement of dance supplies (www.discountdancesupply.com, etc.)
- graphic arts software
- Other digital tools needed to create print advertisement
- Computer

Assessments:

- Students remake commercials and written reflections will serve as assessments for this indicator.

MAHS2-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can media genre and forms aid in dance advertisement?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy
- Advertising dance
- Using digital tools to present information

Activities:

- The teacher will lead the students in a discussion of what media genres and forms aid in dance advertisement.
- Students will individually choose one media genre/form and thoroughly describe how it can be used in dance advertisement.
- Students will present their information to class in some digital form

Resources:

- Various Digital tools needed to create presentations

Assessments:

- Presentations will serve as the formal assessment of this indicator.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS2-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do we use media arts everyday in dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of media arts
- Maintain a blog
- Analysis

Activities:

- Students will be asked to create a blog (<https://www.blogger.com/start>)
- Throughout a semester (or any other given amount of time) students should blog about how they encounter media arts in the dance world (not the projects they are doing for media arts)
- At the end of the semester, students will write a two-page analysis of using the media arts in dance every day.

Resources:

- Blog (<https://www.blogger.com/start>)
- Computer
- Internet

Assessments:

- Regular blog entries and the two-page analysis paper will serve as assessments for this indicator.

MAHS2-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do the media arts enhance the other arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy skills

Activities:

- Students will brainstorm different art forms
- Students will then choose 3 art forms from the list and create a chart for how various digital tools are used and how they can enhance each art form.

Resources:

- Computer
- Smartboard/whiteboard for brainstorm

Assessments:

- The chart will serve as the formal assessment for this indicator.

MAHS2-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What are careers that integrate dance and the media arts and what all do they entail?

Concepts, Skills, Techniques, and Critical Knowledge:

- Researching

Activities:

- Students will brainstorm various careers that blend dance and the media arts
- Students will individually choose one career and research it.
- Each student will create a job description for an entry-level position including education requirements, experience necessary, responsibilities, and salary range.

Resources:

- Computer
- Internet
- Book, magazines, etc. for research

Assessments:

- Job description will serve as the assessment for this indicator.

MAHS2-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can we analyze and evaluate the global economic value of the creative aspects of the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Defending choices
- Knowledge of digital tools

Activities:

- The teacher will lead the class in creating a value system for the creative aspects of the media art
- Each student will be given 3 digital tools (or the name of them) and students will assign each one a value from the class-created system.
- Students will share their values with the class and defend their choices.

Resources:

- Digital tools, if available

Assessments:

- Students will be assessed on their class participation for this indicator.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How can the media arts make others more aware of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Researching
- Videotaping dance
- Editing video footage
- Learning and performing traditional dances

Activities:

- The teacher will teach a traditional dance from a chosen culture
- Students will then be asked to individually research that culture
- Students will videotape each other performing the traditional dance in traditional costume or a semblance of.
- Students will upload their videos to You Tube or Teacher Tube (www.youtube.com, www.teachertube.com)
- Students will then create PowerPoint presentations including their researched information and a link to their traditional dance.

Resources:

- Computer
- Internet
- *Multicultural Folk Dance Treasure Chest* or other resource for traditional dances from other culture
- Video camera
- CD/Mp3 player
- Costume making materials

Assessments:

- The PowerPoint presentation created will serve as the formal assessment for this indicator.

MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: How do media artworks and dance help portray the people and cultures of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Learning and performing choreography
- Analysis
- Word processing
- Photographing dance

Activities:

- The teacher will teach students a traditional dance from a chosen culture.
- Students will research the culture.
- Students will determine what to wear and which part of the dance should be photographed to best portray the culture.
- Students will upload pictures into Photoshop.
- Students will use Photoshop to edit photos and add researched information.

Resources:

- Traditional choreography (*Multicultural Folk Dance Treasure Chest* or other source)
- Computer
- Photoshop
- Digital camera
- Costume making materials

Assessments:

- Photographs and included research will serve as formal assessments of this indicator

MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: How have the media arts evolved enhanced dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance

- Understanding of the media arts
- Word processing skills

Activities:

- Students will observe a film of a piece of choreography from 2 different time periods (such as Ailey's Revelations from *An Evening with the Alvin Ailey American Dance Theater* (1986) and a current version of the same piece, which can be found on You Tube)
- Students will journal about the similarities and differences in the media arts involved with each film.
- Students will write a one-page reflection of the above journal and the effectiveness of the media arts.

Resources:

- Films of a piece of choreography from 2 different time periods
- Computer

Assessments:

- One-page reflection will serve as the formal assessment for this indicator.

Using Technology ReSponsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS2-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: Can media arts change a society or culture?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Visual Image creation
- Media literacy

Activities:

- Students will brainstorm significant current issues regarding the environment.
- Students will break into groups of 3 and choose and research one current issue.
- Groups will create visual images (photographs, print ads, videos, etc.) using dance and the information about the chosen current issue.
- The class will view and respond to each others' visual images, answering the following questions:
- How did this visual image make you feel?
- Could this visual image change your mind? Why or why not?
- What do you think the creators of this visual image wanted you to take away from it?

Resources:

- Computer
- Internet, newspapers, books, etc. for research
- Digital tools (video camera, digital camera, etc.)

Assessments:

- The visual image will serve as the formal assessment for this indicator.

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are legal and ethical behaviors in media arts and technology?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Synthesis
- Word processing

Activities:

- The teacher will write 3 different scenarios on the board of illegal and/or unethical behaviors in media arts and technology in dance.
- Students will journal about these behaviors, stating why they are illegal and/or unethical and what would have to change to make the legal and ethical.
- Students will discuss their answers with the class.

Resources:

- Smartboard/whiteboard

Assessments:

- Teacher observation of the discussion will serve as the assessment for this indicator.

HIGH SCHOOL: LEVEL 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How can media arts processes, techniques, and applications enhance creating a dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Choreographing dance
- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills

Activities:

- Students will each create a dance piece built around a chosen film. (Each student should choose their own film) Clips of the film and relevant other media will be projected during the performance. (this should make enough dances for a showcase)

Resources:

- Various films (teacher can create their own list to choose from or allow students to choose)
- Video camera
- CD/Mp3 player
- Video editing software
- Computer
- projector
- screen (could also be scrim or cyc) to project images onto on the stage

Assessments:

- Students will be assessed on their use of video, video editing capabilities, meshing of video and choreography, and quality of choreography (teacher-made rubrics)

MAHS3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can using technology aid the audience in understanding the ideas you are communicating through dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills
- Word processing skills

Activities:

- Students will create a survey of meaning for audience members to complete after watching the choreography created for the previous indicator.
- Students will show choreography created for the previous indicator to a control audience without video footage
- Control audience will then be asked to complete a survey of meaning created by the choreographer
- Control audience will re-watch the dance including the video footage
- Control audience will then complete a second survey of meaning created by the choreographer including the following questions:
- How did the meaning of the dance change when the video footage was included?
- Was the idea more clear to you?
- Did you prefer the dance with or without video?
- Teacher will then guide the choreographers, dancers, and audience members in a discussion of the experiment
- Choreographers will write a 2-page paper describing their findings, including suggestions for creating a dance piece utilizing video footage in the future.

Resources:

- Video footage created for previous indicator

- CD/Mp3 player
- projector
- screen (could also be scrim or cyc) to project images onto on the stage
- Surveys of meaning created by each choreographer (enough copies for all control audience members)
- Computer

Assessments:

- Students will be assessed on their survey of meaning and 2-page reflection of experiment (teacher-made rubric)

MAHS3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are appropriate procedures for respectful and responsible care of media equipment and materials?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media equipment and materials
- Responsible care of equipment and materials

Activities:

- Teacher will present 4-5 various media equipment/materials that are used with dance.
- Students will determine how to appropriately use each and defend their answer
- Students will create guidelines for how to appropriately use each.

Resources:

- Various media equipment and materials
- Whiteboard/Smartboard
- Butcher paper/poster to display guidelines that can be referred to throughout the school year

Assessments:

- Students will be assessed on their participation in all activities and the class created guidelines.

MAHS3-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: What criteria are used to determine the most effective tools and resources to use in creating a dance/media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Digital tools and resources
- Analysis
- Creating a media artwork

Activities:

- Students will create a list of digital tools and resources as a class
- Students will break into small groups of 3-4 and decide on 3 criteria they will use to determine the effectiveness of using tools and resources with dance
- Groups will create a visual aid of some sort that displays their agreed upon criteria
- Groups will present their visual aid
- After each presentation classmates will challenge the group to defend their 3 criteria

Resources:

- Whiteboard/Smartboard for class brainstorm
- Paper
- Writing utensil

Assessments:

- Students will be assessed on their class participation in discussion/brainstorming, group work (teacher-made rubric), and completion of criteria

MAHS3-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question: How did using media arts enhance performance quality?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping interviews

- Editing video footage
- Creating a video collage
- Media literacy skills
- Working well with a group

Activities:

- Students will view a videotape of the performance that was a result of previous indicators
- Students will complete a teacher-made questionnaire about performance quality and success
- Students will video tape interviewing each other about the process
- Students will use all video and media involved with this ENTIRE project and the student interviews to create a documentary about using media arts to enhance dance performance

Resources:

- Video footage created for previous indicators
- Video tape/DVD of performance that was a result of previous indicators
- VCR/DVD player
- Teacher made questionnaire about performance quality and success
- Video camera
- Video editing software
- Computer

Assessments:

- Students will be assessed on completion of performance quality and success questionnaire and documentary will be assessed by teacher-made rubric

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS3-2.1 Communicate effectively using media arts vocabulary.

Essential Question: What vocabulary is important in the creation of dances using media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Vocabulary
- Familiarity with using media arts in dance

Activities:

- Students will observe a dance piece that uses media arts.
- Students will list the media arts vocabulary used while watching the dance piece.
- Students will define each vocabulary word and create a PowerPoint presentation that displays these vocabulary words.

Resources:

- Video of a dance piece using media arts
- Computer

Assessments:

- Students will be assessed on completing their project and appropriately defining the vocabulary.

MAHS3-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can dance and media arts portray ideas of social concern?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Choreographing dance

- Videotaping dance
- Recording text
- Editing video footage
- Media literacy skills

Activities:

- Students will brainstorm current social issues.
- The class will vote on an issue on which to focus.
- Students will split into groups of three, research their topic and create an outline of important factors involved in the issue (history, purpose, differing opinions, etc)
- Group will write text that includes all outlined information. (This text will serve as the sound score for choreography created)
- Groups will choose 20 words from their text and create a short dance phrase for each word.
- Groups will combine the 20 phrases (include a beginning, transitions, an ending, etc.)
- Groups will video tape the dance without text.
- Groups will record the text with audio equipment.
- Groups will splice the text into the video, editing order of movement and or text as they please. (It is not important for the word being danced about to happen when the word is being read.)

Resources:

- Computers
- Books, internet, magazines, etc. for research
- Video cameras
- Video editing software
- Audio recording/editing equipment

Assessments:

- The video will serve as the formal assessments for this project.

MAHS3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What are the processes used in creating dances using the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis

- Understanding of the media arts

Activities:

- Students will describe (in writing) their process for creating dances using the media arts.
- Students will then trade processes with a partner.
- Students will then justify their choices to each other.

Resources:

- Paper
- Writing utensils

Assessments:

- Written descriptions of processes will serve as formal assessments.

MAHS3-2.4 Apply elements of artistic design specific to individual media.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS3-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: How can commercials help audiences of dance performances better understand the intention of the work?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating a commercial
- Interviewing
- Creating a digital pie chart

Activities:

- In preparing a performance, student will use digital tools to create a commercial about their upcoming performance
- The commercial should be shown to the school every day the week prior to the performance
- After the performance, students will poll classmates that attended the performance, asking the following questions:
- Did the commercial encourage you to come to the performance?
- Did the commercial help you understand the performance?
- Would you have attended the performance if you had not seen the commercial?
- Would you have understood the performance if you had not seen the commercial?
- Students will create a digital pie chart of their findings.

Resources:

- Video camera
- Video editing equipment
- Other digital tools needed to create commercial
- A system on which to broadcast the commercial (if this is not available, DVD's can be made and played in classrooms)
- Computer (to make pie chart)

Assessments:

- The commercial and pie chart will serve as assessments for this indicator.

MAHS3-3.2 Create messages using **media texts**.

Essential Question: How can we use media texts and dance to create messages?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating choreography
- Debating
- Working with a partner
- Media literacy

Activities:

- The teacher will give each student a statement (this can be about ANYTHING). Each student should have a statement that opposes another students' statement.
- Students will create a short dance phrase that communicates their statement.
- Students will get with their opposite and create a dancing debate from their phrases.
- Pairs will then choose media texts about their statements that can enhance their dance. These can be provided by the teacher or found through research.

Resources:

- Statements
- Computer
- Newspapers, magazines, etc. for research

Assessments:

- The final live performance of the dancing debate with media texts integrated will serve as the formal assesement of this indicator.

MAHS3-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do dance reviews help a potential audience members?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance

- Writing about dance critically
- Comparing

Activities:

- Students will view the film of a dance piece or a live performance.
(reviews of this piece should exist or can be created by the teacher)
- Students will write a review of the dance piece.
- Students will compare their review to the existing review.
- A reflection of the comparison should be written with respect to effectiveness of the presentation and treatment of ideas in media texts.

Resources:

- Film of a dance piece or live performance
- Written review of dance piece
- Computer

Assessments:

- The review and comparison papers will serve as the assessments for this indicator.

MAHS3-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: How do codes and conventions aid media texts in portraying their intended meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Media literacy skills
- Word processing skills

Activities:

- Students will view a current commercial that involves dance/movement.
- Students will individually write a one-page analysis identifying the codes and conventions used in the commercial and explain how they aided in creating the intended meaning of the commercial.

Resources:

- Clip of current commercial involving dance/movement (www.youtube.com)
- Computer

Assessments:

- Students' analysis paper will serve as the assessment of this indicator.

MAHS3-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How can media text aid in the spreading of important information?

Concepts, Skills, Techniques, and Critical Knowledge:

- Creating media texts

Activities:

- The teacher will choose a current important dance event or create one (i.e. So You Think You Can Dance's creation of National Dance Day in 2010) and introduce it to students
- Students will then individually create a listing for how this important event can be communicated through the following media texts:
- Television
- Film
- Radio
- Internet
- Mobile devices
- Students will then create their own dance event as a class and create the media texts above for that event...and follow through (within reason)!

Resources:

- Video camera
- Video editing software
- Computer
- Internet
- Mobile devices (personal or school-owned, which ever is appropriate)

Assessments:

- Individual lists and media texts created for class event will serve as the assessments for this indicator.

MAHS3-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: How does point-of-view in media text effect interpretation of messages?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Creating a commercial
- Word processing skills

Activities:

- The teacher will show students a commercial of choice
- Students will remake a version of the commercial that uses a different point-of-view and includes dance/movement
- Students will write a half-page reflection of how altering the point-of-view changed the interpretation of the message.

Resources:

- Commercial (www.youtube.com)
- Video camera
- Video editing equipment
- Other digital tools needed to create commercial
- Computer

Assessments:

- Students remade commercials and written reflections will serve as assessments for this indicator.

MAHS3-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question: How can media genre and forms aid in dance advertisement?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy

- Advertising dance
- Using digital tools to present information

Activities:

- The teacher will lead the students in a discussion of what media genres and forms aid in dance advertisement.
- Students will individually choose one media genre/form and thoroughly describe how it can be used in dance advertisement and why it is the best choice.
- Students will create a dance advertisement for a made-up performance, company, or product using the media genre/form they chose.

Resources:

- Various Digital tools needed to create presentations

Assessments:

- Dance advertisements will serve as the formal assessment of this indicator.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS3-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do we use media arts in everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of media arts
- Analysis
- Creating choreography
- Videotaping dance
- Video editing

Activities:

- Students will be asked to keep a journal for a week in which they will list each time the encounter media arts in their everyday lives.
- Students will choose 5 encounter and then create a dance phrase that portrays the encounters with media arts.
- Students will videotape each others' phrases.
- Students will integrate the digital tools/media artworks they encountered into a short film with their dance phrase.

Resources:

- Video camera
- Video editing software
- Digital tools/media artworks students encounter (for the most part they should provide these)
- Computer
- Music
- CD/Mp3 player

Assessments:

- The short films will serve as the formal assessment for this indicator

MAHS3-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do the media arts enhance the other arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy skills

Activities:

- Students will brainstorm different art forms
- Each student will choose one art form from the list and create a list of how 5 digital tools can be used and how they can enhance each art form.
- Students will then create a short dance phrase that integrates the other art form and one digital tool.

Resources:

- Smartboard/whiteboard for brainstorm
- Digital tools
- Music
- CD/Mp3 player

Assessments:

- The dance phrase with integrated art form and digital tool will serve as the formal assessment for this indicator.

MAHS3-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What all is entailed in creating and producing a dance documentary?

Concepts, Skills, Techniques, and Critical Knowledge:

- Researching
- Creating a documentary
- Creating a StoryBoard
- Developing a budget

Activities:

- Students will choose a contemporary choreographer, research his or her history, work history, important works, etc.

- Students will create a storyboard of a mock documentary utilizing the researched information (<http://www.atomiclearning.com/k12/en/storyboardpro>).
- Students will research all the aspects of a film budget.
- Students will create a mock budget for the mock documentary.

Resources:

- Computer
- Internet
- Books, magazines, newspaper, etc. for researching
- StoryBoard software (<http://www.atomiclearning.com/k12/en/storyboardpro>)

Assessments:

- StoryBoard and mock budget will serve as the assessments for this indicator.

MAHS3-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How can the value of creativity in the media arts be assessed?

Concepts, Skills, Techniques, and Critical Knowledge:

Activities:

- Students will discuss the importance of creativity and the media arts in a society
- Students will get into groups of 3 develop some type of value system for media arts and creativity 9 (money, stars, etc.)
- Students will find a creative, digital way to present their value system and present it to the class.

Resources:

- Computer
- Other Digital tools needed for presentations

Assessments:

- The digital presentations of the value system will serve as the formal assessment for this indicator

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS3-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How can the media arts make others more aware of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Researching
- Videotaping dance
- Editing video footage
- Learning and performing traditional dances

Activities:

- Students will break into groups of 4-6 and thoroughly research a culture other than their own
- Groups will teach themselves a traditional dance from that culture
- Each group will create a film that integrates their research and traditional dance. Costume of the traditional dance should be worn.

Resources:

- Computer
- Internet
- *Multicultural Folk Dance Treasure Chest* or other resource for traditional dances from other cultures
- Video camera
- Video editing software
- Television
- VCR/DVD player
- CD/Mp3 player
- Costume making materials

Assessments:

- The film created will serve as the formal assessment for this indicator.

MAHS3-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: How do media artworks and dance help portray the people and cultures of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Learning and performing choreography
- Videotaping dance
- Using digital tools
- Editing video footage
- Analysis
- Word processing

Activities:

- Students will get into groups of 5 and teach themselves a traditional dance from a chosen culture. The teacher can provide the directions for this traditional dance or students can research it on their own.
- Students will research the culture.
- The class will videotape each other doing the traditional dance in costume.
- Groups will choose 2 digital tools to apply to their video.
- Groups will write a one-page defense of why they believe the 2 digital tools they chose will help to portray their chosen culture and how the research they did led them to this decision.

Resources:

- Traditional choreography (can be from teacher or students can find)
- Television
- Computer
- Video camera
- Video editing software
- Digital tools
- Costume making materials

Assessments:

- Film of traditional dance using 2 digital tools and one-page defense will serve as formal assessments of this indicator

MAHS3-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts remain the same among diverse cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Synthesis

Activities:

- Students will read press releases and reviews of current dance from 5 other cultures.
- Students will determine similar characteristics of media arts that exist in each press release/review from each culture.
- Students will discuss how the characteristics helped them in understanding the dance despite significant cultural differences.

Resources:

- Press releases and reviews of current dance from 5 other cultures (www.google.com, put in dance press release and country name or dance review and country name)

Assessments:

- Teacher observation of the discussion will serve as assessment for this indicator.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS3-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: Can media arts change a society or culture?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Print Ad creation

Activities:

- Students will brainstorm times in history when media arts and technology helped to push certain agendas in our society (i.e. Rosie the Riveter advertisements, etc.)
- Students will create a print ad that addresses a current societal issue in dance (i.e. male vs. female, body types, etc.)

Resources:

- Computer
- Internet
- Graphic arts/editing software

Assessments:

- The print ad will serve as the formal assessment for this indicator.

MAHS3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are legal and ethical behaviors in media arts and technology?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Synthesis

- Creating a rubric
- Word processing

Activities:

(This should be an introductory activity at the beginning of a course/school year)

- Students will be asked to identify legal and ethical behaviors in media arts and technology
- Students will break into groups of 3 or 4. Each group will create a rubric for how these should be addressed in media art and technology projects
- Students should use the rubric to assess themselves periodically.

Resources:

- Computer

Assessments:

- The rubrics created will serve as the formal assessment for this indicator.

HIGH SCHOOL: LEVEL 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How can media arts processes, techniques, and applications enhance creating a dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Choreographing dance
- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills

Activities:

- Students will each create a dance piece built around a home-video of themselves they enjoy. Clips of the film and relevant other media will be projected during the performance. (this should make enough dances for a showcase)

Resources:

- Various home-videos
- Video camera
- CD/Mp3 player
- Video editing software
- Computer
- projector
- screen (could also be scrim or cyc) to project images onto on the stage

Assessments:

- Students will be assessed on their use of video, video editing capabilities, meshing of video and choreography, and quality of choreography (teacher-made rubrics)

MAHS4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How can using technology aid the audience in understanding the ideas you are communicating through dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping dance
- Editing video footage
- Creating a video collage
- Projecting images on a stage conducive with dancing
- Media literacy skills
- Word processing skills

Activities:

- Students will show choreography created for the previous indicator to a control audience without video footage
- Control audience will then be asked to complete a survey of meaning created by the choreographer
- Control audience will re-watch the dance including the video footage
- Control audience will then complete a second survey of meaning created by the choreographer including the following questions:
- How did the meaning of the dance change when the video footage was included?
- Was the idea more clear to you?
- Did you prefer the dance with or without video?
- Teacher will then guide the choreographers, dancers, and audience members in a discussion of the experiment
- Choreographers will write a 2-page paper describing their findings, including suggestions for creating a dance piece utilizing video footage in the future.

Resources:

- Video footage created for previous indicator
- CD/Mp3 player
- projector
- screen (could also be scrim or cyc) to project images onto on the stage

- Surveys of meaning created by each choreographer (enough copies for all control audience members)
- Computer

Assessments:

- Students will be assessed on their survey of meaning and 2-page reflection of experiment (teacher-made rubric)

MAHS4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are appropriate procedures for respectful and responsible care of media equipment and materials?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media equipment and materials
- Responsible care of equipment and materials
- Creating an effective rubric

Activities:

- Teacher will demonstrate using 4-5 various media equipment/materials and dance, once the appropriate way and once inappropriately (use caution)
- Students will determine which is appropriate and which is not and defend their answer
- Students will create a rubric as a class that will be used in the creation of all media artworks regarding the use of equipment and materials

Resources:

- Various media equipment and materials
- Whiteboard/Smartboard
- Butcher paper/poster to display rubric that will be used throughout the school year

Assessments:

- Students will be assessed on their participation in all activities and the class created rubric will be used in each media artwork project.

MAHS4-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question: What criteria are used to determine the most effective tools and resources to use in creating a dance/media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Digital tools and resources
- Analysis
- Creating a media artwork

Activities:

- Students will create a list of digital tools and resources as a class
- Students will break into small groups of 3-4 and decide on 3 criteria they will use to determine the effectiveness of using tools and resources with dance
- Each group will use their criteria to create a list of most effective to least effective tools and resources
- Groups will create a visual aid of some sort that displays both their agreed upon criteria and the ranked listing
- Groups will present their visual aid and a short example of their most highly rated tool or resource to the class (this can be a live performance, video, PowerPoint, etc)
- After each presentation classmates will challenge the group to defend their choice using their 3 criteria

Resources:

- Whiteboard/Smartboard for class brainstorm
- Paper
- Writing utensil
- Any resources deemed most effective by students' ranking (video camera, computer, etc)

Assessments:

- Students will be assessed on their class participation in discussion/brainstorming, group work (teacher-made rubric), completion of ranking list and criteria, and example of top rated tool or resource (teacher-made rubric)

MAHS4-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question: How did using media arts enhance performance quality?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping interviews
- Editing video footage
- Creating a video collage
- Media literacy skills
- Working well with a group

Activities:

- Students will view a videotape of the performance that was a result of previous indicators
- Students will complete a teacher-made questionnaire about performance quality and success
- Students will video tape interviewing each other about the process
- Students will use all video and media involved with this ENTIRE project and the student interviews to create a documentary about using media arts to enhance dance performance

Resources:

- Video footage created for previous indicators
- Video tape/DVD of performance that was a result of previous indicators
- VCR/DVD player
- Teacher made questionnaire about performance quality and success
- Video camera
- Video editing software
- Computer

Assessments:

- Students will assessed on completion of performance quality and success questionnaire and documentary will be assessed by teacher-made rubric

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS4-2.1 Communicate effectively using media arts vocabulary.

Essential Question: How did using media arts enhance performance quality?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping interviews
- Editing video footage
- Creating a video collage
- Media literacy skills
- Working well with a group

Activities:

- Students will view a videotape of the performance that was a result of previous indicators
- Students will complete a teacher-made questionnaire about performance quality and success
- Students will video tape interviewing each other about the process
- Students will use all video and media involved with this ENTIRE project and the student interviews to create a documentary about using media arts to enhance dance performance

Resources:

- Video footage created for previous indicators
- Video tape/DVD of performance that was a result of previous indicators
- VCR/DVD player
- Teacher made questionnaire about performance quality and success
- Video camera
- Video editing software
- Computer

Assessments:

- Students will assessed on completion of performance quality and success questionnaire and documentary will be assessed by teacher-made rubric

MAHS4-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question: How can dance and media arts portray ideas of social concern?

Concepts, Skills, Techniques, and Critical Knowledge:

- Working in a group
- Choreographing dance
- Videotaping dance
- Editing video footage
- Creating a commercial
- Media literacy skills

Activities:

- Students will split into groups of three and choose a topic of social concern. It might be helpful for the teacher to create a list from which students can choose.
- Students will research their topic and create an outline of important factors involved in the issue (history, purpose, differing opinions, etc)
- Students will create a script from their outline in which the topic of social concern is discussed by all three group members.
- Students will videotape the dialogue.
- Students will choose a piece of music that appropriately matches their topic.
- Students will use music and information to create a dance piece that relates to their topic and videotape it.
- Students will create a story board for how they will mix the videotaped choreography and informational dialogue.
- Students will edit the video footage and create a commercial about their social issue.
- Students will evaluate each others' commercials using a teacher-made rubric (the same rubric the teacher will be using to assess the project)

Resources:

- Computers
- Books, internet, magazines, etc. for research
- Video cameras
- Video editing software
- Television
- Teacher-made rubrics

Assessments:

- Outline, storyboard, script, and final product will serve as the formal assessments for this project.

MAHS4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What are the processes used in creating dances using the media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Understanding of the media arts
- Synthesis

Activities:

- Students will view several dances on video that use media arts.
- Students will then describe (in writing) what they think the process for creating dances using the media arts is.
- Students will then trade processes with a partner and use their process to outline how they would create their own dance using media arts.

Resources:

- Videos of dances using media arts
- DVD player/ VCR
- Television

Assessments:

- Written descriptions of processes and outlines of dances will serve as formal assessments.

MAHS4-2.4 Apply elements of artistic design specific to individual media.

Essential Question: What are the design principles and indicators of effective composition in media arts creation?

Concepts, Skills, Techniques, and Critical Knowledge:

- Choreographing
- Analysis
- Synthesis

- Knowledge of media arts creation
- Word processing skills

Activities:

- Students will create a solo dance that uses media arts.
- Students will then identify the design principles and indicators of effective composition utilized in their choreography. If there are missing principles or indicators, they should then create a new draft that uses them all. It is important to note that the first draft should be created WITHOUT consciously concentrating on the principles and indicators.
- Students will compose a written essay describing how they used the design principles and indicators of effective composition of media arts, specifically noting how/if they used them innately in creating their choreography or if they were an afterthought that had to be added later.

Resources:

- Music
- CD/Mp3 player
- Computer
- Video camera
- computer

Assessments:

- Students should only be assessed on their written analysis of their work for this particular indicator.

MAHS4-2.5 Create works that demonstrate high levels of competency in design principles and effective composition in the media arts.

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS4-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: How can media texts make potential audience members more prepared for a dance performance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Synthesis
- Audience skills/Viewing dance
- Word processing skills

Activities:

- Students will observe a dance on video. The dance they observe should be one that press releases/media, etc. exist for and can be read aloud or copied and distributed (these can be commercials, radio commercials, newspaper blurbs, ads, etc). If the teacher is not able to find such materials, they could easily be created by the teacher.
- Students will then read/view all press release/media material.
- Students will view the dance again.
- Students will write an essay about if/how viewing the press release/media material helped them in better understanding the dance and how they can use the media to better educate prospective audience members.

Resources:

- Television
- DVD/Video of dance
- Media about dance being viewed
- Computer

Assessments:

- The written essay will serve as the formal assessment.

MAHS4-3.2 Create messages using **media texts**.

Essential Question: How can dancers/choreographers use media texts to educate potential audience members?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping
- Video editing
- Media literacy skills

Activities:

- Students will choose a dance piece they have created
- Students will create a commercial for the dance piece that would educate a potential audience member about what to expect if they were to come to the performance

Resources:

- Video camera
- Video editing software
- Computer
- Television

Assessments:

- Commercials will serve as the formal assessment for this indicator (teacher rubric)

MAHS4-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question: How do others comprehend my media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

(this indicator activity builds on the previous indicator)

- Media literacy skills
- Analysis
- Synthesis
- Word processing skills

Activities:

- Students will view each others' commercials created in the previous indicator's activity.

- Students will write a brief description of what they thought the commercial conveyed.
- Students will then put all their descriptions in a bowl.
- The teacher will read aloud several descriptions and have the class “guess” which commercial is being described and discuss the contents of the description.
- Students will then be given all of the descriptions of their own commercial. They will write a one-page reflection about the effectiveness of the presentation and treatment of ideas in their own commercial.

Resources:

- Computer
- Television

Assessments:

- The one-page reflection will serve as the formal assessment for this indicator.

MAHS4-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question: How are certain ideas expressed through the codes and conventions of dance in current media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/Viewing dance
- Analysis

Activities:

- Students will view 5 current television commercials and magazine ads that feature dancing, movement, etc.
- Students will be asked to find three movements or poses in each example that hold a specific meaning.
- Students will then answer the following questions about each movement or pose and turn in their answers
- What does this mean?
- How did you know this meant that?
- Do you think it’s intended audience know that is what it means
- What do you think the history of this agreed upon movement or pose’s meaning is?

Resources:

- Television
- VCR/DVD player
- Commercials
- Magazine ads

Assessments:

- Students will be assessed on their answers to the questions

MAHS4-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question: How does an employer choose the best candidate for a dance job using video resumes and auditions?

Concepts, Skills, Techniques, and Critical Knowledge:

- Marketing yourself as a dancer
- Choreography
- Videotaping dance
- Editing video
- Analyzing dance

Activities:

- Students will be presented with a dance job advertisement
- Students will create a rubric as a class for how an employer would choose the best candidate
- Students will create a video resume, including dance clips for the job opening
- Students will also create an audition piece to be added to the end of the video resume
- Students will evaluate each video resume and audition piece with the class-created rubric

Resources:

- Dance job advertisement (can be teacher-made)
- Video camera
- Video editing software
- Computer
- Television
- CD/Mp3 player

- VCR/DVD player
- Music

Assessments:

- The class-created rubric, video resume and audition piece will serve as formal assessments for this indicator

MAHS4-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question: What makes this media text effective?

Concepts, Skills, Techniques, and Critical Knowledge:

- Media literacy skills
- Analysis

Activities:

- Students will view several print ads/press releases and commercials about dance
- Students will evaluate the media texts for their effectiveness by answering the following questions:
- How does the language help to get the message across?
- How does the tone help to get the message across?
- How does the point-of-view help to get the message across?

Resources:

- Media texts about dance

Assessments:

- Appropriate answering of the above questions will serve as the formal assessment of this indicator

MAHS4-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

MAHS4-3.7 Describe the characteristics of particular **media genres** and **forms**, and explain how they help to convey meaning and influence the audience.

Essential Question: How can different media genres and forms aid in dance advertisement?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media literacy
- Advertising dance
- Using digital tools

Activities:

- The teacher will lead the students in a discussion of what media genres and forms aid in dance advertisement.
- Students will individually choose one media genre/form and create a dance advertisement using it.

Resources:

- Various Digital tools needed to create advertisements

Assessments:

- The advertisements will serve as the formal assessment for this indicator.

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS4-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question: How do we use media arts in everyday life?

Concepts, Skills, Techniques, and Critical Knowledge:

- Knowledge of media arts
- Analysis
- Creating choreography
- Working in a group
- Videotaping dance
- Video editing
- Music editing

Activities:

- Students will review what media arts are
- Students will discuss how they are used in everyday life
- Each student will choose an everyday application of media art and create a short dance phrase about it
- Students will split into groups of four and videotape each others' phrases
- Groups will edit the video footage to make one dance
- Groups will choose an appropriate piece of music to add to the video.
- Groups will present their videos to the class.

Resources:

- Video camera
- Video editing software
- Computer
- Music
- CD/Mp3 player
- television

Assessments:

- The videos will serve as the formal assessment for this indicator

MAHS4-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How has media arts impacted dance?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/Viewing dance
- Analysis
- Word processing skills

Activities:

- Students will view current dance that utilizes media arts.
- Students will be asked to write a reflection about how the piece would have been different without the use of media arts and how media arts does or does not strengthen the art of dance.

Resources:

- Video/DVD of current dance that utilizes media arts
- VCR/DVD player
- Computer

Assessments:

- The written essay will serve as the formal assessment for this indicator

MAHS4-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What all is entailed in creating and producing media arts infused dance?

Concepts, Skills, Techniques, and Critical Knowledge:

(this indicator activity builds on the unit created in the 1st standard)

- Research
- Interviewing
- Media arts making

Activities:

- The teacher will have several guests in the film industry come to make a presentation about producing documentaries.

- These guests will then be available to students for interviews.
- Students will create a budget for actually producing the documentary made from all the video footage (HS4-1.5).
- Each student should present his or her own budget using media arts.

Resources:

- Guests with experience in documentary filmmaking
- Video cameras
- Video editing software
- Computers
- Internet

Assessments:

- Students will be assessed on the appropriateness of their proposed budget and on how the budget is presented.

MAHS4-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question: How is creating dance infused with media arts valuable to the world?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Letter writing
- Persuasive writing
- Word processing skills

Activities:

- Students will be asked to journal about what the world would be like without dance.
- Students will then be asked to journal about what dance would be like without the media arts.
- Students will then brainstorm as a class important events in history in which dance and the media arts have made an impact.
- Each student will then write a letter of advocacy to a politician rallying for support for the arts, particularly dance and media arts, and will choose 2-3 events brainstormed to cite in their letter.

Resources:

- Computer

Assessments:

- Students' letters will be assessed for appropriate form, advocating the arts, and citing specific examples.

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS4-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question: How can the media arts make others more aware of other cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Videotaping dance
- Editing video footage
- Learning and performing traditional dances

Activities:

- Students will individually research a culture other than their own
- Students will teach themselves a traditional dance from that culture
- Each student will create a film that integrates their research and traditional dance. Costume of the traditional dance should be worn.

Resources:

- Computer
- Internet
- *Multicultural Folk Dance Treasure Chest* or other resource for traditional dances from other cultures
- Video camera
- Video editing software
- Television
- VCR/DVD player
- CD/Mp3 player
- Costume making materials

Assessments:

- The film created will serve as the formal assessment for this indicator.

MAHS4-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question: How do Bollywood movies and dance help portray the people and cultures of India?

Concepts, Skills, Techniques, and Critical Knowledge:

- Learning and performing choreography
- Analysis
- Word processing

Activities:

- Students will watch a Bollywood film
- Students will learn a Bollywood Dance
- Students will write an analysis of how the media arts are used to help portray the culture of India
- The class will videotape each other doing the Bollywood choreography in costume and create a film of the dance in the Bollywood style.

Resources:

- Bollywood film (<http://www.bollywood.com/> has information about popular films, http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=bollywood&ih=7_2_0_0_0_0_0_0_0_1.110_252&fsc=5 is where can you purchase some of these films)
- Bollywood choreography (can be from film, make sure to credit choreographer)
- Television
- VCR/DVD player
- CD/Mp3 player
- Computer
- Video camera
- Video editing software
- Costume making materials

Assessments:

- Film of Bollywood choreography and written analysis should serve as formal assessments of this indicator

MAHS4-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts remain the same among diverse cultures?

Concepts, Skills, Techniques, and Critical Knowledge:

- Audience skills/viewing dance
- Analysis
- Synthesis

Activities:

- Students will view videos of current dance from 5 other cultures.
- Students will determine similar characteristics of media arts that exist in each film.
- Students will discuss how the characteristics helped them in viewing the dance, despite significant cultural differences.

Resources:

- Videos of dance from 5 other cultures
- Television
- VCR/DVD player

Assessments:

- Teacher observation of the discussion will serve as assessment for this indicator.

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS4-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: Can media arts change a society or culture?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Media Arts creation

Activities:

- Students will brainstorm times in history when media arts and technology changed a society or culture.
- Students will create individual media arts projects (films, commercials, print ads, etc.) that demonstrate one of these ideas and thoroughly explains how it altered the society or culture.

Resources:

- Computer
- Internet
- Video camera
- Video editing software
- Television
- VCR/DVD player

Assessments:

- The media arts project will serve as the formal assessment for this indicator.

MAHS4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What are legal and ethical behaviors in media arts and technology?

Concepts, Skills, Techniques, and Critical Knowledge:

- Analysis
- Synthesis
- Creating a rubric
- Word processing

Activities:

(This should be an introductory activity at the beginning of a course/school year)

- Students will be asked to identify legal and ethical behaviors in media arts and technology
- Students will create a rubric for how these should be addressed in media art and technology projects
- Students should use the rubric to assess themselves periodically.

Resources:

- Computer

Assessments:

- The rubrics created will serve as the formal assessment for this indicator.

GLOSSARY

Terms in the glossary are defined as they relate to media arts content. It is important to note that a single term may have more than one definition or explanation.

The following source was utilized in the creation of the Media Arts glossary:

Boles, Derek. 1994. "The Language of Media Literacy: A Glossary of Terms." *Mediacy* [letter of the Association for Media Literacy (Ontario, Canada)] 16, no. 3. Available online at http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm.

Media Arts Glossary	
codes and conventions	<p><i>Codes</i> are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. <i>Conventions</i> are the commonly accepted or generally known methods of doing something.</p> <p>Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.</p>
digital citizenship	<p>A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.</p>
information literacy skills	<p>The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.</p>
media art	<p>Types of art created with media technologies—computer graphics, for example, and digital imaging.</p>

Media Arts Glossary

media texts

Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.