

History of Modern	
Grade	9-12
Standards	<i>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i>
Established Goals	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.
Enduring Understanding	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question	How does knowing about societal, cultural historical and community experiences expand dance literacy?
Objectives	<p>Students will</p> <ul style="list-style-type: none"> • Complete a 4-Read of a brief history of Modern • View multiple pieces from the history of Modern • Research a specific choreographer of the Modern genre • Identify a specific piece composed by the selected choreographer • Recreate a Modern piece • Teach a section of the piece to the class • Present information on the selected choreographer • Demonstrate the connections between and influences of Modern choreographers
Learning Activities	<ol style="list-style-type: none"> 1. Complete a 4-Read strategy on the following article by Ballet Austin's Michelle Thompson and Frank Shott compiled and edited by Pei-San Brown, Community Education Director, Ballet Austin History of Modern Dance . This is a <i>very</i> brief article on the history of Modern, if time allows you can add additional articles for a more comprehensive look at Modern. 2. Separate students into groups of 2-3 and have them complete the following tasks: <ol style="list-style-type: none"> a. Select one choreographer discussed in the article. b. Complete a more comprehensive search of the history and background of the choreographer. c. Identify the various pieces composed by the selected choreographer. d. Select one piece to study. e. Compose an instagram post for the choreographer paying special attention to the connections between the generations. f. Include personal background, dance background, and dance accomplishments of the choreographer. g. Learn 1-2 minutes of the selected choreography, and

- choose 4 counts of 8 to be taught to the class.
3. Have students present by first discussing the background of the choreographer, both their personal life and dance life. Next, perform the section of movement. Finally, teach 4 counts of 8 to the class.
 4. As students are watching, they should be completing two tasks:
 - a. Utilizing [ARTISTIC critique](#) to evaluate the recreations. Since it is not a full recreation, nor an original piece, focus on A-R-T of the critique.
 - b. Second, have them write down further questions for research on an index card. At the culmination of the presentation, have the presenters collect the cards and respond to them. Have them return the cards with answers, after you have evaluated the question and answer.

Assessment/Rubric

History of Modern

Dancer: _____

	Mastery	Proficient	Needs Improvement
<i>History Assignment</i>			
Mapping	Connections are made throughout the text that trace all dancers to the pioneers	Some connections are made throughout the text that trace the dancers to the pioneers	Few/no connections are made throughout the text
4-Read Strategy	All 4 reads are completed with accuracy.	All 4 reads are completed but lack critical thinking.	Most of the reads are completed.
ARTISTIC Critique	The ARTISTIC critique of fellow compositions was completed thoroughly and thoughtfully	The ARTISTIC critique of fellow compositions was completed but could use more detail	The ARTISTIC critique of fellow compositions was not completed
<i>Presentation</i>			
Accomplished	All tasks of the instagram post were completed and built in a realistic way	Most of the tasks of the instagram post were completed an the majority of it was realistic	Information was incomplete and/or unrealistic
Accurate	The information was accurate and from credible sources	The information was mostly accurate but relied on non-credible sources	The information was inaccurate and/or not credited
<i>Recreation</i>			
Performance Quality	Artistic recreations maintained the spirit, energy, and expression of the original artists' intent	Artistic recreation presented a good effort towards maintaining artists' intent but was minimal in energy, spirit, and expression	Artistic recreation lacked the spirit, energy, and expression of the artists' intent
Execution	Technical elements and choreography was executed with precision	Technical elements and choreography was executed proficiently	Technical elements and choreography lacked appropriate execution

Resources/Materials	4-Read Strategy ARTISTIC Critique History of Modern Instagram Performance Task Modern Rubric
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