

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Explore and perform dance styles from various cultures and times

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Perform simple dances from various cultures

**Evidence Outcomes**

**Students can:**

- a. Demonstrate basic formations or pathways in selected social dances
- b. Learn the origins of the dances studied
- c. Recognize that different social dances use different kinds of costumes, masks, and headpieces

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why is sound and music important to a dance?
2. How can a dance be performed without sound or music?
3. Why are the steps different in each dance?

**Relevance and Application:**

1. Identifying the origins of a dance leads to an understanding of the social and cultural background from which the dance comes, providing important information about a certain time in history or culture. For example, a variety of folk dances were brought to America through immigration.
2. Recognizing pathways and patterns in simple dances aids in sequencing and patterning in other disciplines.

**Nature of Dance:**

1. Social and cultural dances represent a society's past, present, and future.