

History of Dance: Jazz

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	Students will <ul style="list-style-type: none">• Complete a 4-Read of a brief history of Jazz• View multiple pieces from the history of Jazz• Research a specific choreographer of the Jazz genre• Identify a specific piece composed by the selected choreographer• Recreate a Jazz piece• Teach a section of the piece to the class
Learning Objectives	<ol style="list-style-type: none">1. Complete a 4-Read strategy on the following article by Jacqueline Nalett, (adapted from Jump Into Jazz, Fifth Edition, 2005, by Minda Goodman Kraines and Esther Pryor, published by McGraw Hill) <i>History of Jazz Dance</i> This is a <i>very</i> brief article on the history of Jazz, if time allows you can add additional articles for a more comprehensive look at Jazz.2. Separate students into groups of 2-3 and have them complete the following tasks:<ol style="list-style-type: none">1. Select one choreographer discussed in the article.2. Complete a more comprehensive search of the history and background of the choreographer.3. Identify the various pieces composed by the selected choreographer.4. Select one piece to study.5. Build a presentation utilizing a medium of your choice (poster, powerpoint, prezi, etc.)6. Include personal background, dance background, and dance accomplishments of the choreographer.7. 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:<ol style="list-style-type: none">1. 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.

2. 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.
5. Use the following questions as discussion or final assessment:
 1. Can jazz be considered “from America”? Why or why not?
 2. When America turned away it’s African American dancers, who embraced them?
 3. What role did dance play in the Great Depression?
 4. What series of events moved jazz from social to a codified professional dance form?
 5. What is the historic trajectory of jazz dance?
 6. How did jazz dance impact consumerism?
 7. Defend the metaphor: the history of jazz dance is a roller coaster of entertainment.

Assessment/Rubric

History of Jazz

	Mastery	Proficient	Needs Improvement
4-Read Strategy of Article	All 4 reads are completed with accuracy.	All 4 reads are completed but lack critical thinking.	Most of the reads are completed.
ARTISTIC* Critique Of Performers	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.
Recreation of Historical Work	Artistic recreation maintained the spirit and expression of the artists’ intent.	Artistic recreation presented a good effort towards maintaining artists’ intent.	Artistic recreation lacked the spirit and expression of the artists’ intent.
Presentation	Medium selected made presentation engaging, presentation was informative and completely explored the background of the choreographer.	Medium selected was appropriate for the presentation. Information presented was informative and briefly explored the background of the choreographer.	Presentation lacked a medium or was inappropriate for the presentation. Information presented was general and neglected to fully explore the background of the choreographer.
Teaching	Presenters teach classmates clearly and with appropriate pacing offering fellow students the opportunity to ask questions for clarity and the chance to showcase.	Presenters fully teach classmates but may have sections of confusion and/or moves too fast or too slow for fellow students. Presenters offer clarity when requested.	Presenters are unprepared to teach classmates, and/or confusing and difficult to follow.
Audience Response	Audience questions were completely researched and fully answered.	Audience questions were superficially answered with little research.	Audience questions were not completely answered.

Resources/Materials

- [Jazz Article](#)
- [4-Read Strategy](#)
- [ARTISTIC Critique](#)
- [History of Jazz](#)
- [Jazz Rubric](#)

