

<b>Title:</b>	Nick Cave: Multicultural Dances
<b>Teacher(s):</b>	BAM Education Department, Ann Noyes, Education Intern
<b>School:</b>	BAM
<b>Subject:</b>	Art
<b>Grade Level:</b>	K-12 <sup>th</sup>
<b>Duration:</b>	1-2 Weeks

## Stage 1: Desired Results

### Standards:

What relevant standards will this design address? (List art standards & content standards)

K-3.VA.1.1.3

Explain how art is a visual record of human ideas and a reflection of the culture.

K-3.VA.1.2.1

Name ways in which a work of visual art reflects the culture from which it came.

4-5.VA.1.1.3

Explain how a specific work of art reflects events in history and/or culture.

6-8.VA.1.2.1

Identify the role of visual arts in theatre, dance, and musical productions.

6-8.VA.1.2.2

Understand choices made by artists to create meaning.

9-12.VA.1.1.3

Compare and contrast the historical, social, and environmental contexts that influence artistic expression.

### Essential Questions for Students:

What provocative questions will you ask of your students to foster inquiry, understanding and transfer of learning?

- What does culture mean to you?
- What types of dances do you know?
- Can you do the steps?
- Were they difficult to learn?
- Imagine what it would be like to go to another country. What do you would be the biggest challenge for you?
- Would you expect to see the same types of dances in every country? Why or why not?
- Do you know of any dances from another country?

### Knowledge and Skill (Learning Targets):

What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

#### I can....

- Identify the meaning of culture and why it is important.
- Use research methods to learn about the culture of another country.
- Work in a group effectively to create a brief presentation.
- Demonstrate the motor skills and movement patterns needed to perform a

variety of physical activities.

- Use art-making techniques to create a costume that is reflective of the culture I chose to research with my group.

### **Vocabulary:**

What key concepts and terms will students acquire as a result of this unit? Which grade appropriate definitions should students be able to master as a result of obtaining this knowledge and skill?

- Culture
- Tradition
- Expression
- Ceremony
- 'Soundsuits'
- Symbolism

## **Stage 2: Assessment Evidence**

Through what evidence will students demonstrate achievement of the desired results? By what criteria will the level of achievement be measured?

<b>What skills will be assessed?</b>	<b>How will the skills be assessed?</b>
Did the student actively participate in class discussion and journal prompts?	Teacher Observation
Did the student effectively contribute to the group project?	Teacher Observation and Peer Review
Did the student present information to the class that was relevant to the country studied?	Rubric
Was the student proficient with their art-making techniques for their costumes?	Rubric

## **Stage 3: Learning Activities**

Identify and describe the scaffolded learning experiences and sequenced instruction that will enable students to achieve the desired results. **(Step-by-step arts process is included here)**

1. Give a brief presentation on multiculturalism and what it means to live in a world made up of so many different cultures. Ask students what they think culture is, if they have any experience visiting or living in different cultures, or if they know someone from a different culture.
2. Ask students about dancing. If some would like, have them demonstrate ways that they like to dance and move. (For younger students, play some music and have them get up and dance as a class.)
3. Ask students if they think people from all over the world dance the same. Why or why not?
4. Introduce the work of Nick Cave. Discuss the purpose of his *Soundsuits* and his incorporation of dance into his artwork. Show videos of his *Soundsuits* in action.
5. Show videos and examples of people from other cultures dancing. Choose contrasting examples, which show the vast differences in dancing among cultures.
6. Assign students to groups of 4-6. Have students sit next to their group members.
7. Students should use their student journals to brainstorm various countries they are interested in researching. They need to research the culture and dance of that

- country. For younger students provide a list of examples or some pictures.
8. Students will sign up to study different countries. Encourage them to choose a country that has prominent cultural elements (dance, music, etc.) that can be shared.
  9. Students will have time to research the following components and prepare a presentation on their country: Geography/Landscape, Food, Traditions, Artwork/Artists, and Dance. (Approximately 2-3 items for each topic. This list can be made smaller or larger depending on the age group.)
  10. Once students have gathered brief information on these topics from their country, they can focus on learning the basic steps from a traditional dance. Remind them to think about the music they will dance to.
  11. Students will need a good amount of time to practice their dance.
  12. Nick Cave creates elaborate costumes and *Soundsuits* for his performances, but does not necessarily base his work on a single culture. Have students create their own component of a costume for their dance. (This could include a hat, necklace, scarf, t-shirt, etc.) Students can create something that relates to both them, as individuals, and to the culture of their country such as using color, imagery/symbols, or a specific type of garment to the particular culture.
  13. Use several class periods for students to present. Students can give their presentation, followed by a demonstration of the dance they learned, while wearing the costume element they made.

### **Materials:**

- Pencils
- Student Journals
- Mixed Media Supplies for Costume:
  - Fabric
  - Sequins
  - Buttons
  - Wire
  - Paper (etc.)
  - Glue

### **Resources:**

Kids Dance – Cultural Dancing from Around the World

[http://fitforafeast.com/dance\\_cultural.htm](http://fitforafeast.com/dance_cultural.htm)

Folk Dances from Around the World

By Moore, Frederick; Moore, Patrick; Bowmar, Bryce. Warner Brother Publications. 1994.

### **Lesson Extensions**

**Social Studies:** Make this presentation into a full cultural experience. Bring food, music, etc. to have a class party/celebration.

**Community Service:** Have students teach their dance at a Senior Citizen Center or to younger elementary students.

**Music:** Sing songs from other countries and learn about new instruments.

Partially Adapted from McTighe, Jay & Wiggins, Grant. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.