

Unit Description	Table of Contents
<p>In this arts integrated unit, students will experience and understand the meaning of an African Welcome Dance specific to a tribe or region in Africa. They will compare and contrast traditional “Welcome” dances to modern “Step” dances. Students will incorporate modern dance into their personalized and original versions of a Tribal Welcome Dance. Within the visual arts component, students will create an African Mask. They will compare and contrast traditional masks and their role within African Masquerades to the work of contemporary artist Nick Cave. The culmination of this African Studies module could be a Gallery Walk of students’ African mask creations along with a presentation of the students’ recorded, original African Welcome Dances.</p>	<p>Dance Component: African Welcome Dance                      Visual Arts Component: African Tribal Masks</p>

**UNIT ESSENTIAL QUESTION**

- What is the importance of learning and understanding African Welcome Dances, as well as the masks that African tribes create?

**CROSS-CUTTING INTERDISCIPLINARY CONCEPT**

Relationships  
 Diversity  
 Culture

**REAL WORLD CONTEXT**

The continent of Africa is rich in dance and artistic principles. Many tribes continue to share welcome dances from the past from generation to generation and continue to create new versions in today’s society. Being able to understand these welcome dances, as well as the history of African masks, allows us to better understand who we are as individuals.

**STANDARDS**

Curriculum Standards	Arts Standards
<p><b>SS7G4.</b> Students will describe the diverse cultures of the people who live in Africa.                      a. Explain the differences between an ethnic group and a religious group.                      b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.                      c. Evaluate how the literacy rate affects the standard of living.</p> <p><b>SS7H1</b> The student will analyze continuity and change in Africa leading to the 21st century.</p>	<p><b>DMSPFD.4.</b> Understands and applies music concepts to dance.                      b. Recognizes how different rhythm structures are utilized by a variety of music idioms and cultures and how those rhythms influence dance styles (e.g., ballet, jazz, African).</p> <p><b>DMSPCR.1.</b> Demonstrates an understanding of creative and choreographic principles, processes, and structures.                      a. Explores and refines partnering skills.</p>

- b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
- d. Explain the impact of the Pan-African movement.

National Standards

**NSS-G.K-12.2**

- a. Understand the physical and human characteristics of places.
- b. Understand that people create regions to interpret Earth’s complexity.
- c. Understand how culture and experience influence people’s perceptions of places and regions.

- b. Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry).
- c. Applies dance technique principles to the choreographic context.
- d. Develops versatility through experimentation with various movement approaches.
- e. Implements the use of props within the choreography.

**DMSPCO.1.** Demonstrates and understands dance in various cultures and historical periods.

- a. Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles.
- b. Performs folk, social, and/or theatrical dancers from a broad spectrum of twentieth-century America.
- c. Describe the role of dance in at least two different cultures or time periods.
- d. Accesses and uses community resources (such as people, books, videos) to learn about a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance.

**VA7MC.1** Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

**VA7CU.1** Discovers how the creative process relates to art history.

**VA7MC.3** Interprets how artists create and communicate meaning in and through their work.

**VA7CU.2** Investigates and discovers personal relationship to community, culture, and world through creating and studying art.

**VA7PR.3** Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.

National Standards

**DA:Cr1.1.7. a.** Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.

	<p><b>VA:Cr1.2.7a.</b> Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p><b>VA:Cr2.1.7a.</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p>
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**ASSESSMENTS**

<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● <b>Reflection Questions (both components):</b> Students will use these questions to reflect on the important parts of the lessons. (See Downloads)</li> <li>● <b>Final Welcome Dance:</b> Students will work in small groups in order to create their own, personalized version of an African Tribal Welcome Dance.</li> <li>● <b>Final Presentation Video:</b> Students will work in small groups to research an assigned African country. Their final product will be a video presentation in which they share their new knowledge in a creative way.</li> <li>● <b>Africa Project Rubric:</b> This rubric would be most beneficial to be used after both the dance and visual arts modules have been completed. (It could be revised by removing the “Masks” section.)</li> <li>● <b>Artistic Statement:</b> Students will write an artist statement explaining the design choices they made, why they made them, and how they reflect a personal perspective regarding their African Mask.</li> <li>● <b>Display of African Tribal Masks:</b> Students will display their finished masks and share the function of the masks.</li> </ul>

**CHARACTER EDUCATION COMPONENTS**

**CHARACTER ATTRIBUTES**

<p>Exhibiting the character trait of tolerance is one of the most important character educational components we teach to children. Tolerance is something that should be shown from children to adults alike. If we are able to appreciate others, then this naturally leads to exhibiting a tolerant attitude. In order for children to become successful adults, students need to be able to accept individual differences, negotiate and compromise. They should strive to discover and learn about people different from themselves and cultures different from their own. Most importantly, students who are able to understand that all people have value as human beings, naturally become productive members of society.</p>	<ul style="list-style-type: none"> <li>● Exhibiting Tolerance</li> <li>● Showing Respect for Other Cultures</li> </ul>
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**APPENDIX (see Downloads)**

<ul style="list-style-type: none"> <li>● <b>Pre/Post-Assessment</b></li> <li>● <b>African Studies Rubric</b></li> </ul>
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**ADDITIONAL RESOURCES****Books:**

- *A True Book-Africa* by Mel Friedman
- *Deserts* by Seymour Simon

**Websites:**

- Examples of African masks: <https://www.novica.com/masks/>
- Website with 100 ethnic groups represented for African masks and art: <http://www.zyama.com/>
- Smithsonian National Museum of African Art: <https://africa.si.edu/>

**Virtual Field Trip:**

- *Africa/Video* by PBS Learning Media:  
<https://gpb.pbslearningmedia.org/resource/7015b3e1-64c1-411c-943b-743302a747c6/virtual-field-trip-africa/#.WRH3QeXytEY>

**CREDITS**

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