

Project Description	Learning Targets
<p>In this arts integrated component, students will understand the meanings of African “Welcome” dances specific to a tribe or region in Africa. They will compare and contrast traditional “Welcome” dances to modern “Step” dances. The students will incorporate modern dance into their unique versions of a Tribal Welcome dance.</p>	<p>“I Can...”</p> <ul style="list-style-type: none"> ● Understand African dance, the movements, as well as its meaning ● Create my own dance with an African influence ● Share knowledge about Chuck Davis and his African dance influences

ESSENTIAL QUESTION(S)

<ul style="list-style-type: none"> ● How did African cultures use welcome dances to greet other tribes? ● How does African culture and dance impact popular dance today?
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STANDARDS

Curriculum Standards	Arts Standards
<p>SS7G4. Students will describe the diverse cultures of the people who live in Africa.</p> <ul style="list-style-type: none"> 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><u>National Standards:</u> NSS-G.K-12.2</p> <ul style="list-style-type: none"> 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. 	<p>DMSPFD.4. Understands and applies music concepts to dance.</p> <ul style="list-style-type: none"> 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>DMSPCR.1. Demonstrates an understanding of creative and choreographic principles, processes, and structures.</p> <ul style="list-style-type: none"> a. Explores and refines partnering skills. 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. <p>DMSPCO.1. Demonstrates and understands dance in various cultures and historical periods.</p> <ul style="list-style-type: none"> 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 dances from a broad spectrum of twentieth-century America. c. Describe the role of dance in at least two different cultures or time periods.

	<p>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.</p> <p><u>National Standards:</u> 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>
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KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none">• Culture• Ethnic groups• Religious groups• Unitary government• Confederation government• Democracy• Traditional economy• Market economy• Command economy
Arts Vocabulary
<ul style="list-style-type: none">• Energy quality: different degrees of energy expended in a dance that help define the movement quality. There are two main categories of movement quality: percussive and sustaining. Percussive movements start and stop abruptly, giving a sharp definition between positions. In sustaining movements, dancers execute fluid, organic motions as they move from one pose to another. Percussive and sustaining movement qualities show that changing energy is important to the effect of a dance.• Levels: one of the aspects of the movement element space. In dance, there are three basic levels: high, middle and low.• Beginning, Middle, and End: the progression of a dance composition/performance• Chuck Davis: Dr. Charles "Chuck" Davis, artistic director and founding elder of DanceAfrica, was one of the foremost teachers and choreographers of traditional African dance in America. He traveled extensively to Africa to study with leading artists. Davis founded the Chuck Davis Dance Company in New York in 1968 and the African American Dance Ensemble in Durham, NC, in 1983.• African American ensemble (FUNGA): African welcome dance, West African Dance• Call and response: a structure in which one soloist or group performs, while a second soloist or group's performance responds to or answers the first

TECHNOLOGY INTEGRATION

<ul style="list-style-type: none">• Green screen• iPads
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- iMovie
- YouTube
- Google Docs

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Observe proper student engagement by monitoring students through anecdotal notes to check for understanding • Monitor students' understanding and performance movement qualities of dance • Teacher-led questioning throughout Activating Strategy and Main Activity 	<ul style="list-style-type: none"> • Final Welcome Dance • Final Presentation Video • African Studies Unit Rubric (see Downloads) • Reflection Questions (see Downloads)

MATERIALS

- Video clips & slides
- Projector
- Computer/laptop
- Recording technology

Activating Strategy (5-10 min)

Note to Teacher: Viewing the video clips as well as reading over the attachments/downloads is highly recommended prior to teaching this component.

- Students will watch a Youtube video clip of the wedding scene from the movie “Coming to America.” <https://www.youtube.com/watch?v=DfKgb2L7nnM>
- Students discuss what they think the movements from the scene symbolize.

Main Activity

PART 1

- Students will view video clips that are about African step from African villages as well as video clips of modern stepping by sororities and fraternities:
 - African Step: <https://www.youtube.com/watch?v=nF92Ua0Van0>
 - Delta Sigma Theta Step: <https://www.youtube.com/watch?v=rQqogqMIOOE>
 - Alpha Step Show: <https://www.youtube.com/watch?v=vIQC5VSoWbM>
 - African Step with stick: <https://www.youtube.com/watch?v=xf1fgCe0Aig>
 - Kappa Video w/canes: <https://www.youtube.com/watch?v=pjU2RsbBnw>
- Students will create a Venn diagram comparing and contrasting the similarities and differences found between both groups. (Groups=African Step & African Village)
- Students will write a paragraph explaining authentic African step to modern stepping done by sororities and fraternities.

PART 2

- It is highly recommended that the teacher review the following video before teaching this section of the component. **See Video Clip 1 African Dance with Teacher and Students (20 min)**
- Teacher shares the information from the **West African Dance Explanation** document aloud with the class. This document includes valuable background information. (see Downloads)
- Introduce the African dance and masquerade. Students will view **Video Clip 2 Chuck Davis Lamban Dance** (see Downloads). In this video Chuck Davis discusses background information about the Welcome Dance and then viewers will enjoy watching the African American Dance Ensemble as they perform the Lamban, a dance indigenous to Mali. **See Video Clip 3 Teacher Introduction to Chuck Davis (56 seconds)**
- Discuss as a whole group the following reflection questions:
 - How do dance and music intersect?
 - How is dance a form of cultural preservation?
 - What types of movements did you notice?
 - What is the theme and purpose of this dance?
 - What role does singing play?
 - **See Video Clip 4 Student Observations and Discussion after Chuck Davis (42 seconds)**
- Introduce the Funga Welcome dance. Teacher reads aloud the **Funga Alafia Greeting Explanation** (see Downloads).
- Using a projector students will view the **Funga Alafia Lyrics** (see Downloads). **See Video Clip 5 Review of Lyrics (2 minutes)**
- Place the students into position, everyone facing forward as the teacher performs the opening movements of the dance. **See Video Clip 6 Explanation of Specific Dance Movements (1 minute 10 seconds)**
- Then the students will follow the teacher's lead.
- Encourage students to listen for the musical cues as the **Funga Alafia Music** is being played aloud. (see Downloads) Inform the students to listen for the vocal cues: to the earth, to the heavens... (These movements help to integrate the improvisational aspect.) **See Video Clip 7 Class Practicing Dance with Lyrics Part 1 (1 minute 42 seconds) and Video Clip 8 Class Practicing Dance with Lyrics Part 2 (2 minutes 26 seconds).**
- The dance progresses. In this next variation of the dance, students change their formation and are introduced to a new movement. Boys line up in one side facing the girls, as the girls face the boys. As one boy and one girl move down the line, they are to be encouraged to improvise and create their own moves which signify their place in their tribe's social ladder as well as their personality. Inform the students that the African dance signifies communication and celebration. **See Video Clip 9 Dance Continues with Boys vs Girls (5 minutes & 11 seconds).**
- Then compare/contrast contemporary US dance to African traditions in order to see the correlation between the two.
- Students will break into groups to create four movements that represent their ideas for a welcome dance of their own. They have to be able to articulate what each move means. Instruct students to create transitions between the movements for better flow.
- At this point, the groups are to select a piece of instrumental music online (students choose) that will be incorporated into their welcome dance. The groups will practice integrating the transitions/movements with their musical choice. **See Video Clip 10 Traditions behind the Dance (3 minutes 4 seconds), Video Clip 11 Directions for Small Group Dance Part 1 (2 minutes) and Video Clip 12 Directions for Small Group Dance Part 2 (1 minute 6 seconds).**

PART 3

- Place the students into 7 small groups.
- Assign a specific country to each group. As a group, they will work on a final presentation regarding their country. Countries include: **Mozambique, Ivory Coast, Kenya, Zanzibar, Angola, Ghana, & Republic of Congo** (see Downloads for files by country).
- Students/groups will research their country, providing information about the government system, economy, religion, flag, the colors and symbols of their flag, and what those colors and symbols represent. Students can write this information on the **African Dance Presentation Research Sheet** (see Downloads).
- Students will work on the following in their assigned groups:
 - a. Write a script providing all of the necessary information on their country.
 - b. Research and select green screen images that symbolize their country and an image of their country's flag.
 - c. Create and practice their sequence of movements (their own version of a Welcome Dance) while providing an instructional guide over movement sequences and what each movement symbolizes.
 - d. Record a voiceover for their video and selected instrumental music that would emphasize the message they are trying to convey during their uniquely created Welcome Dance.

PART 4

- Students will record their final product/research in front of a green screen as well as edit their completed video.
- Teacher records the entire class performing their dances. The video recording could be made in front of a green screen to include the correct geography in the background. Students could also include their African masks as part of their dance costumes.
- **See Video Clip 13 African Dance Presentation Examples (13 minutes 44 seconds)**

REFLECTION

Reflection Questions

- *How did you select movements in order to communicate their meaning?*
- *How does the geographical location of a country affect its economy?*
- *How has African culture influenced American culture?*

DIFFERENTIATION

Accelerated Students:

- Accelerated students should not receive any scaffolding for the writing assignment.
- Accelerated students can take on leadership roles in groups such as choreographers, directors, and editors.
- Have accelerated students research other welcome dances from different areas in Africa. Then compare and contrast their originally assigned dance to those of different parts of Africa.
- Accelerated students can create costuming according their tribe/region.

Remedial Students:

- Remedial students could be given stem paragraphs to help with the script and informational writing.
- Remedial students could be provided a checklist to help organize and assure that all information is incorporated into the final product.

- Remedial students may derive a better understanding by doing this activity in a whole group setting.

ADDITIONAL RESOURCES

Books

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

Virtual Field Trip

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

YouTube:

- "Coming to America." <https://www.youtube.com/watch?v=DfKgb2L7nnM>
- African Step: <https://www.youtube.com/watch?v=nF92Ua0Van0>
- Delta Sigma Theta Step: <https://www.youtube.com/watch?v=rQqogqMIOOE>
- Alpha Step Show: <https://www.youtube.com/watch?v=viQC5VSoWbM>
- African Step with stick: <https://www.youtube.com/watch?v=xf1fgCe0Aig>
- Kappa Video w/canes: <https://www.youtube.com/watch?v=pyjU2RsbBnw>

APPENDIX (See Downloads)

- West African Dance Explanation
- Funga Alafia Greeting Explanation
- Funga Alafia Lyrics
- Funga Alafia Music
- African Dance Presentation Research Sheet
- Written Reflection
- Files by Country: Mozambique, Ivory Coast, Kenya, Zanzibar, Angola, Ghana & Republic of Congo
- Video Clips 1-13
- African Studies Unit Rubric (See Unit Downloads)

CREDITS

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