

## Differentiated Instruction Teaching/Learning Examples



### GRADE 8 ARTS: DANCE—DANCE STYLES

Three 45-minute periods

1. Dance Styles Place Mat
2. Dance Styles Discussion
3. Dance Style Research Centres\*\* (Questions, Cues and Advance Organizers; Summarizing and Note-taking)\*
4. Triarchic Intelligences Choice Board\*\*
5. Triarchic Intelligences Presentations (Summarizing and Note-taking)\*
6. Exit Cards (Identifying Similarities and Differences)\*

\*Marzano's Categories of Instructional Strategies (See Resources, below.)  
\*\*Differentiated Instruction Structure

#### DIFFERENTIATED INSTRUCTION DETAILS

##### Knowledge of Students

Differentiation based on student:

- Readiness    Interests    Preferences:    Styles    Intelligences    Other (e.g., environment, gender, culture)



##### Need to Know

- Students' Triarchic Intelligences (analytical, practical, creative)
- Cultural background of students if selecting additional dance styles for student research

##### How to Find Out

- Triarchic Intelligences Inventory prior to this lesson (See Materials and Resources, below)
- Exit Card or discussion

##### Differentiated Instruction Response

- Topic, Entry Point (content)    Ways of learning (process)    Ways of demonstrating learning (product)    Learning environment

#### CURRICULUM CONNECTIONS

##### Overall Expectation: Exploring Forms and Cultural Contexts

A3. Demonstrate an understanding of a variety of forms, traditions, and styles from past and present, and their sociocultural and historical contexts

##### Specific Expectation:

A3.1 Describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice

##### Learning Goals:

- Explain how events and ways of living have influenced a particular dance style
- Describe aspects of dance style using appropriate vocabulary

#### ASSESSMENT AND EVALUATION

##### Assessment/Success Criteria

###### Knowledge and Understanding

- Identifies social, political and economic factors that influenced the development of a specific dance style (e.g., major events, information about society, political ideas, economic conditions, dance at that particular time and place in history)
- Describes the dance style in terms of the elements of dance

##### Assessment Tool:

- Anecdotal Comments

#### PRIOR LEARNING

Prior to this lesson, students will have:

- An understanding of the elements of dance

#### MATERIALS AND RESOURCES

##### Materials:

Images of capoeira, African gumboot and other dance styles based on student interests (see Internet Resources, below and Appendix A). You will need a different image for each group of four students. Cut each image into four jigsaw-like pieces.  
Chart paper and markers

Appendix A: Resource List for Specific Dance Styles (Teacher Reference)

Appendix B: Dance Styles Place Mat (Teacher Reference)

Appendix C: Describing Dance (Teacher Reference)

Appendix D (pp. 1 & 2): Dance Style Research, Choice Board and Presentation—one per student

Appendix E: Dance Styles Organizer—one per student

**Internet Resources**—See also Resource List for Specific Dance Styles (Appendix A):

[www.artsalive.ca](http://www.artsalive.ca)

<http://artsedge.kennedy-center.org>

[www.ceptrio.deviantart.com](http://www.ceptrio.deviantart.com)

[www.cirquedusoleil.com](http://www.cirquedusoleil.com)

##### Resources:

Hume, Karen (2009). *Evidence to Action: Engaging and Teaching Young Adolescents through Assessment*. Toronto, ON: Pearson Education Inc. (Triarchic Intelligence Inventory, Blackline Master 1.4)

Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, The Arts*.

## Teaching/Learning Sequence: Grade 8 Arts: Dance—Dance Styles

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Prior to the lesson, have students complete a Triarchic Intelligence inventory (see Materials and Resources on the reverse of this folder) and provide opportunities for students to reflect on their intelligence preference and think of examples when they have used this preference.

**Groups of Four → Dance Styles Place Mat**

Locate photos and/or images of various dance styles such as African gumboot, capoeira or a style that you know will be of interest to your class. Cut each photo or image into four pieces. As students enter, hand them each a piece of a picture or image and have them circulate and find the other three people whose puzzle pieces fit with their own. Each group of four then assembles the picture or image.

Students:

- In their groups of four, draw a Place Mat on a large piece of chart paper—see Dance Styles Place Mat (Teacher Reference) (Appendix B)
- Examine the image assembled by their group and note at least six details
- Individually, complete their section of the Place Mat

If needed, prompt students with questions such as: Who are the dancers? What are they wearing? When and where do you think this took place? What do you think was happening at that time? Why might this style of dance have been created? What kind of movements are the dancers doing (e.g., shapes, levels, energy, relationship to other dancers)?

As a group, students:

- Discuss and identify some commonalities among their individual entries and record these in the centre of their Place Mat
- Share their results with a group that has another dance style

**Whole Class → Dance Styles Discussion**

Lead a discussion to summarize some of the observations made by students.

As a class, students:

- Review words to describe the elements of dance—see Describing Dance (Teacher Reference) (Appendix C)
- Explain to students that these words provide a way to talk about dance and various dance styles. Note these on chart paper and post for student reference.
- Discuss and explain how some of the factors may shape the development or the look of a dance (e.g., wealth, poverty, war, restrictions on human rights such as freedom of speech, religious traditions)

Indicate that students will have an opportunity to find out how a specific dance style has been shaped by events and ways of living during a particular time.

**CONNECTIONS**

L: Literacy  
ML: Mathematical Literacy  
AfL, AoL: Assessment for/of Learning

L: Subject-specific vocabulary/  
Discussion

**ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

**(Same Dance Style) Groups → Dance Style Research Centres**

Distribute Dance Styles Research, Choice Board and Presentation (Appendix D) and review the assignment with the students.

Students:

- Individually, choose the style of dance they want to research from a list of options identified by the teacher, based on the interests and cultural backgrounds of students in the class (e.g., African gumboot, capoeira, folk dancing, clogging, break dancing)

Note: Offer a maximum of three choices to ensure adequate numbers of students per group in the Triarchic Intelligence Presentation task in the Consolidation section below.

- Meet with others who have chosen the same style and form groups (no larger than five or six)
- Review Topics A to F in Part 1 of Dance Styles Research, Choice Board and Presentation (Appendix D). The topics all relate to the essential question: How have events and ways of living influenced a particular dance style?
- Individually or in pairs, select topics to research so that all topics are covered by the group. Use print information and video clips of their dance style—see Resource List for Specific Dance Styles (Teacher Reference) (Appendix A)
- Record brief notes in point form on the Dance Styles Organizer (Appendix E)
- Share their information with the rest of their group and record, on the Dance Styles Organizer (Appendix E), the information gathered by others

**(Same Dance Style) Groups → Triarchic Intelligence Choice Board**

In the same groups as above, students:

- Individually, choose a product option from Part 2: Triarchic Intelligences Choice Board—see Dance Styles Research, Choice Board and Presentation (Appendix D) based on their Triarchic Intelligence preference
  - Create an individual product that:
    - a) answers the essential question: How have events and ways of living influenced a particular dance style?;
    - b) addresses most or all of the Topics A to F; and
    - c) uses appropriate vocabulary when describing aspects of dance style.
  - Work with (share ideas, provide feedback) other students in their group who share the same intelligence preference
- Circulate to provide feedback and support as students create their individual products.



L: Subject-specific vocabulary/  
Choice Board

AfL: Choice Board/Anecdotal  
Comments

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**(Mixed Intelligence Preference, Same Dance Style) Groups → Triarchic Intelligences Presentation**

Students:

- Form new groups of three or more (with at least one analytical, practical and creative preference in each group)
  - Create a group product that combines parts of the individual products contributed by each group member, ensuring that all Topics, A to F (Appendix D), are addressed and that appropriate vocabulary is used when describing aspects of dance style
  - Present/share their work with the class (or simply with another group that has selected a different dance style)
- Facilitate a discussion on the way events and ways of living have influenced dance styles.



AfL: Presentation/Anecdotal  
Comments

L: Subject-specific vocabulary/  
Presentations

**Individuals → Exit Cards**

Challenge students to identify similarities and differences between two of the dance styles. Either discuss and consolidate as a class, or have students use a Venn diagram or T chart to summarize the similarities and differences on an Exit Card (index card). Possible follow-up lessons:

- Creating a short movement sequence in the style of one of the dances they have studied based on their research findings
- Attending or viewing a performance of one of the dance styles