



Lesson: Integrating Tap Dancing Into History

Middle School

STANDARDS: New York: Strand # 3: Making Connections

- Students illuminate their own relationship to dance by exploring the dances of different cultures and periods, find shared elements among the arts and use video and interactive technology to support their dance learning.
- Use dance websites and Internet teaching programs in guided sessions.
- Students make inquiries into the variety of careers in dance and dance-related fields. They begin to develop personal goals in their own dancing. They visit local dance venues, and learn about the physical and social benefits of dancing.

Social Studies: The History of Tap

Motivation: Students will be able to compare and contrast dancers using appropriate vocabulary and references to technique. What dancers do students watch now? How are these dancers different? How are they similar? How do students decide which dancers they like best?

Group Activity: View several artists from "Who" section. Have students fill out graphic organizers (e.g., venn diagrams, charts) comparing and contrasting dancers. Talk students through the first couple of clips, explaining what you observe and how you made these observations.

Independent Activity: Have students watch the "Basic Steps" section of the e-presentation. After watching the steps and comparing and contrasting different dancers, have students predict how artists they have viewed would approach the same steps. What techniques would they use? How would these techniques differ from what was shown? Discuss what students found.