

# **Dance For Change Project**

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## **Introduction of Project**

The Dance for Change Project is intended for secondary students (6th-12th grade) to use dance as a platform for creating social change and raising social awareness. This project was originally designed for 7th grade students in Korea. For the project, students first chose a social issue for which they were interested in raising awareness. Then, students chose a song that was related to the issue and choreographed a dance. Students worked during class for about one month, two-three times a week to create the dance. Toward the end of the project, students researched more information about their topic and wrote an informative summary to introduce their dance project. At the conclusion of the project, students performed their dances in the school. One group of students was also able to perform for the public at the “Cheongna Beauty Festival” hosted in Cheongna International City, Korea on October 11, 2017. A video of the performance can be seen [here](#).

## **Objectives**

- To utilize our understanding of social change and take action using music and dance
- To collaborate with peers and recognize the work, effort, and teamwork necessary to convey a message through dance
- To entertain an audience, but more importantly to convey a message of awareness and recognition through the means of dance

## **Essential Questions**

- How does music influence movement?
- How does movement influence music?
- What is “social action”?
- How can dance be used to impact social change?

## **Time of Project**

This project has been designed to be used over a length of time. Based off of the experience with my students, I recommend giving students three 30-minute time periods each week to work on the project. Following this timeframe, the project can be completed in approximately one month.

## **Structure of Project**

1. Introduce the project by discussing with students the meaning of social justice.
  1. Consider the various types of conflicts that occur in the world today.
  2. Discuss how people can make changes and raise awareness about social issues.
  3. Propose how the use of arts, in this this case, dance, can be used as a tool to create social change.
  4. Assign the project to the students and divide them into small groups.
2. Have students brainstorm various social issues to determine which one they would like to address. Then, have them search for a song to accompany their social issue.
3. Give students adequate time to work on choreographing their dance. Provide support and guidance in choreography and the best motions to depict the song and issue.

4. Have students research more information about their social issue. Have students write a summary about their social issue and how they are using dance to raise awareness about the issue.
5. Have the students perform! Students should introduce their social issue and explain their project before the dance.

### *Dance for Change Project Instructions for Students:*

#### **Purpose:**

- To utilize our understanding of social change and take action using music and dance
- To collaborate with peers and recognize the work, effort, and teamwork necessary to convey a message through dance
- To entertain an audience, but more importantly to convey a message of awareness and recognition through the means of dance

#### **Directions:**

For this project, you will choose a social issue in which you are passionate about and are interested in raising awareness. You may need to research some information about the social issue, so you make informed decisions.

#### **Ideas on how to proceed with the project:**

- Identify what social action is and brainstorm how dance can be used effectively to raise awareness for a social issue.
- Choose a social issue topic that you are passionate about and wish to raise awareness.
- Choose a song or create a soundtrack that will be conducive to raising awareness about the social issue.
- Begin choreographing the dance. This must be an original choreography. *Avoid watching Youtube dance videos of your song, as it will suffocate originality!!!*
- Write a simple description that explains how you created the dance, why you are raising awareness about the social issue, and how you used dance to share meaning.
- Perform the dance and share about the social issue.

#### **Social Action Topic Suggestions:**

- Human Trafficking
- World Hunger
- Suicide
- Stress
- Dissatisfaction with Beauty
- Cellphone Addiction
- Animal Welfare
- Child Soldiers
- Unification of Korea

## Dance for Change Project Rubric:

Scale	
	<b>Performance</b>
16-20	<ul style="list-style-type: none"> <li>The performance creatively display the student's skill of movement and dance</li> <li>The dance is originally choreographed by the students</li> <li>The dance steps are well-coordinated. The dance steps are clean and clear. Students know exactly what steps come next.</li> <li>To an audience perspective, the dance and music is entertaining, interesting, creative, and fun to watch and listen</li> </ul>
10-15	<ul style="list-style-type: none"> <li>The performance displays the student's skill of movement and dance</li> <li>The dance is mostly originally choreographed by the students, however some parts are taken from other dancers.</li> <li>The dance steps are fairly well-coordinated. Students have a good understanding of what comes next.</li> <li>To an audience perspective, the dance and music is somewhat interesting</li> </ul>
5-9	<ul style="list-style-type: none"> <li>The performance reveals that the student has not developed enough understanding and skill to adequately move and dance.</li> <li>The project is not ready for a performance</li> <li>There are several mistakes made throughout the performance and students are uncertain of what steps come next.</li> <li>To an audience perspective, the dance and music is a little interesting</li> </ul>
0-4	<ul style="list-style-type: none"> <li>The performance reveals that the student does not understand and has not developed the skills necessary to move and dance.</li> <li>The project is not ready for a performance</li> <li>There are many mistakes made throughout the performance and students have no idea of what steps come next.</li> <li>To an audience perspective, the dance and music is not interesting</li> </ul>
	<b>Conveying Meaning</b>
12-15	<ul style="list-style-type: none"> <li>The dance clearly conveys meaning regarding the social issue topic.</li> <li>The dance is inspirational and gives the audience a feeling of wanting to make a difference, learn more, and prevent the social issue.</li> <li>Students provide the audience with a little bit of information raising awareness about the specific social issue and how they hope to convey the issue through their dance.</li> </ul>
9-11	<ul style="list-style-type: none"> <li>The dance displays that there is meaning regarding the social issue topic.</li> <li>The dance is somewhat inspirational for the audience.</li> <li>The students have given a little information about the social issue topic, but it does not enhance the performance nor relate well with the dance.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>The dance displays little meaning regarding the social issue topic.</li> <li>The dance does not inspire the audience about the social issue.</li> <li>The students have given a little information about the social issue topic, but it is irrelevant to the performance.</li> </ul>
0-4	<ul style="list-style-type: none"> <li>The dance does not convey any meaning about the social issue topic.</li> <li>The dance does not inspire the audience about the social issue.</li> <li>The students do not give any information about the social issue or the dance.</li> </ul>
	<b>Collaboration</b>
12-15	<ul style="list-style-type: none"> <li>The student always demonstrated accountability, respect, and engagement during rehearsals and throughout the project</li> <li>The student was willing to offer his/her ideas and was receptive of their teammates' ideas</li> <li>The student demonstrated that he/she was comfortable with how his/her part fit inside of the rest of the ensemble</li> </ul>
9-11	<ul style="list-style-type: none"> <li>The student typically demonstrated accountability, respect, and engagement during rehearsals and throughout the project</li> <li>The student was willing to offer their ideas and was receptive of their teammates' ideas</li> <li>The student demonstrated that he/she was comfortable with their part</li> </ul>
5-8	<ul style="list-style-type: none"> <li>The student sometimes demonstrated accountability, respect, and engagement during rehearsals and throughout the project</li> <li>The student could play some of their part, but had moments of confusion</li> </ul>
0-4	<ul style="list-style-type: none"> <li>The student rarely demonstrated accountability, respect, and engagement during rehearsals and throughout the project</li> <li>The student was unable to play their part and help the ensemble</li> </ul>
	<b>Effort</b>
8-10	<ul style="list-style-type: none"> <li>The project clearly shows that much effort was put into producing an excellent performance.</li> </ul>

	<ul style="list-style-type: none"><li>• The project looks and sounds complete – nothing was left undone.</li><li>• The project displays creativity and reveals that time and thoughtfulness were spent on this project</li></ul>
6-7	<ul style="list-style-type: none"><li>• The project shows that good effort was put into producing the performance.</li><li>• The project looks and sounds mostly complete – some touch up is still required.</li><li>• The project reveals that some time and thoughtfulness were spent on this project</li></ul>
4-5	<ul style="list-style-type: none"><li>• The project looks and sounds like part of it was thrown together at the last minute.</li><li>• The project does not look or sound complete – a lot of work is still required.</li></ul>
0-3	<ul style="list-style-type: none"><li>• The project looks and sounds as if it were put together in a hurry.</li><li>• The project is not complete.</li></ul>