

**Is This A Vacation Impossible?
Your Dreams Come True as You Experience the
Culture of South America through Music and Dance**

DeLessa A. McNair

Introduction

Paul M. Hodgson Vocational and Technical High is an educational institution that is dedicated to the development and service of students in grades 9–12. My goal is to assist students in becoming competent, caring, and productive citizens in our diverse and changing society. High academic standards, quality teaching, instructional technology, and community partnerships are key factors for successfully achieving these goals.

Our current students enrolled in the Business Technology Career programs are expected to demonstrate effective communication skills, customer relations expertise, and concepts vital to the development of a business career. The curriculum includes instruction and practical application in business law, economics, financial analysis, and entrepreneurship. Additionally, students are expected to learn and understand organizational concepts involving human resources and strategic management in the world of business, as well as, systems used to monitor and control day-to-day operations.

Rationale

Student enrollment in the Business Technology career shop over the past three years has shown an inconsistent pattern of student enrollment. During 2011-2012 student enrollment was eight students and during the 2012-2013 school years seventeen students were enrolled. My focus is to gear my instructional lessons on topics that I think will gain my students interest and want others to enroll in the department. My objective is to create an unit for my students that will make real life connections, tweak student interest, and allow students to learn by using arts integration as a different form to learning. Maintaining student interest, making learning fun, and making real life experience through arts integration and hopefully my giving students something new and innovative may be the enrollment for the department will increase.

According to new mandated educational laws and regulations set by the government and state law makers, New Castle County School District has adopted new initiative in engaging students, and connecting learning to real-life curriculum. As an instructor in the Business Department instruction I will model the Problem Based Learning (PBL) method through arts integration. What better way to change the instructional style of teaching by using the arts integrations with the Problem Base Learning approach?

The Benefits of Arts Integration

Even as art programs are increasingly falling under the axe of limited school budget, teachers are increasingly integrating arts into the core subject areas. The concept behind arts integration is nothing new. Teachers have been having students build models, perform plays, sing songs, and complete other various arts activities for years. Now there is a growing body of evidence to support those practices.

Integrating the arts into a class not only has the easily observed and undisputed benefit of increasing student engagement and motivation, but it's also been shown to increase student achievement. Students who participate in drama activities in their language arts class increase their written language ability, and an English language learner's abilities are also increased when the arts are integrated into their instruction. In fact, a curriculum rich in art integrated activities has been linked to across the board achievement and retention increases. These achievements have been shown to benefit students even after they leave a classroom utilizing arts integration.¹

Research suggests that the link to increased retention is due to the fact that each time a student uses information in a new and different way; they embed the information slightly more into their brain. The Common Core's focus on learning content deeper instead of increasing content seems to easily mesh with this idea and offer ample opportunity for integrating the arts into the classroom.²

Business Management/Entrepreneurship Department

Over the past 25 years as a Business Education instructor, I have witnessed changes in how our students learn and obtain information. Our students are more willing to learn concepts that are presented to them through social media. Therefore, one has to be willing to try new and innovative ways to "hook" students in the learning process using technology.

For this purpose, my goal is to create an engaging and motivating unit that blends Arts Integration to stimulate and tweak student's interest in learning the subject matter. Research has shown that educating Generation Y students requires use of high tech visual and sound tools to capture their attention. Generation Y often makes the choice of learning through the use of social media. Movies, drama interpretation, television, music, email, and daily use of the computer technology has played an essential part in the learning process of our youth.

The focus of my instructional unit will be on the learning style of Generation Y. Given the characteristics of Generation Y, drama and music will not be a foreign concept in their learning and creativity. This unit will be designed for the Generation Y students who are tech-savvy and use technology on a daily basis. Generation Y students are armed with Blackberry's, laptops, cell phones, I-Phones, I-Pads, I-Pods and other technology gadgets. They are "plugged in" 24 hours a day, 7 days a week. These are students who prefer to communicate through technology rather than face-to-face. However my instruction will include formal verbal and written communication skills that are needed for success in today's global society.

In fact, one of my instructional strategies will allow students to work in groups. Students will identify what they already know, what they need to know, and how and where to access new information that may lead to solving a problem. In addition, my role as their instructor is to help students build confidence and encourage students to stretch their understanding. I will help to facilitate learning by supporting, guiding, and monitoring the learning process on a daily basis so that students will become lifelong and learners and improve their communication skills.

Content

Paul M. Hodgson Vocational Technical High School provides an integrated vocational and academic curriculum that prepares students for employment and/or college. With current changes in state standards, we are continuously making revisions to the curriculum. I have decided to create an instructional unit focus on the role of a Destination Specialist in the area of Management/Marketing Communications and Travel and Tourism consistent with education reform. My goal is to use various movie clips from the *Mission Impossible* movie, including the sound track, costumes, art culture, and dance to help motivate the students and to create an environment to support learning. Utilizing the different forms of Arts Integration will play a role in having students engaged in the learning process. My goal is to ensure that the alignment of the unit is centered on addressing the Common Core Standards.

Standards

Connections to Philosophical Foundation and Lifelong Goals will be one of the major concepts driving the unit. There are a series of five statements and related goals that articulate the benefits of arts involvement on a broad scale.³ The goals are the arts as communication, the arts as creative personal realization, the arts as culture, history, and connectors, arts means to well-being, and the arts as community engagement.

Connections to Creative Practices: A driving force in this unit will allow my students to form a mental image while investigating, observing, and exploring the culture of South America through arts integration. Throughout history the arts have provided essential

means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs.⁴ Having students to engage and provide insights of the South America cultures and societies will provide opportunities to access, express, think deeper, and integrate meaning of culture across a variety of content areas.

These key concepts are needed in order to have effective work habits, curiosity, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfer to all aspects of lifelong learning.

As a Business Education instructor, it is important to be innovative in developing lessons that tweak students' interest and to be able to change the traditional mind-set for learning. Arts Integration, which uses the arts as a teaching resource, may help to improve students' student motivation and promote retention.

Applying these concepts of the standards within curriculum will allow our young minds to become problem solvers. I have been very comfortable teaching skill based courses and developing young minds and preparing them with occupational skills. I often wondered how the Delaware Teacher Institute would assist me in the development and delivery of an interactive instructional lesson centered on Arts Integrations that would engage all students in an exciting learning process.

After working with the Delaware Teacher Institute, I decided that my instructional emphasis would remain on traveling abroad to countries in South America, but focus on the cultural aspects of the countries. It is rare for our students living in Delaware to travel abroad. My students participating in the Business Professionals of America business club are given an opportunity to collaborate with other students across different states. This experience allows them to gain a different perspective on how others' lives, habits and routines may differ from state to state. The point of this unit is to give my students an opportunity to learn about customs and cultures of different people living in a country in South America.

Culture is defined as the characteristics of a particular group of people, including language, religion, cuisine, social habits, music and arts.⁵ However, today, in the United States as in other countries immigrants make up a large population. The culture in such countries is influenced by the many groups of people that now make up the country.

It is known that the public school systems around the country are doing away with various art programs due to reduced funding and to invest in a new reform of education. With education reform around the country, the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. It is designed to be relevant to the real world, and to develop the skills that our young people need for success in college and careers, and to compete successfully in the global economy.⁶

My unit with the Common Core approach is to place emphasis in arts integration, helping students improve listening and convey knowledge supporting evidence that listeners can follow the line of reasoning, the organization, and the style to be appropriate for the audience. As a business education teacher one of my standards is to set clear goals that integrate speaking and listening within the unit. One of the goals is to place emphasis on reading and helping students to read on grade level. What better way to integrate instruction than through Arts Integration? I believe these changes will change my classroom teaching practices because instruction will be centered on fiction facts vs. non-fictional facts, making learning authentic.

In an effort to support new curriculum development in Business Education, I have created a unit that will allow me to work with our social studies teachers to bring in more of the content related to understanding new cultures. The Common Core Standards are designed to support cross-curriculum learning. My goal is to apply several of the techniques taught in Transformative Experience–Engaging Student through Arts Integration during the seminars, to increase the use of technology for research based assignments, and to utilize the teacher’s expertise as a tool for assisting and coaching students to become problem solvers. Students will demonstrate their understanding of the unit by using various forms technology to analyze and produce an art form involving music and dance.

My students will study South Americans’ way of life and how it has shaped and affected their lifestyle. One of my instructional goals is to use music as a supportive component of the instruction. The use of music can offer an insight into the various cultures and history of a different country.

Questioning and Investigating: Providing me with the Who? How? What? When? Where? and Why? of Learning Culture

I believe it is important for students to learn about other cultures because it teaches that we are no different, it teaches us to respect different individuals, and it prevents us from developing prejudices to certain ethnic groups. Learning other people’s culture is a way to link people and their different value systems. I will inform my students that it is important to broaden their knowledge in regard to the world around us. It helps you to think “outside the box” and allows you to be more creative because you see other people’s approach to problems. Culture is presented through music, art, literature, costumes and traditions.

In this unit, students will learn how culture helps to understand why people do what they do; additionally, it will help students understand forms of tradition. I think that it is important because all of us need to be globalized. In this age of urbanization and globalization, we often tend to forget our own roots in culture. Therefore, in order to

understand the world around us better it is important to learn about a different culture abroad. My students will be given the opportunity to research and study the pros and cons of their selected South American city. In the global society it is important for students to understand the world around them.

The Significance of Culture Communication through Arts Integration

Culture is defined as the characteristics of particular group of people, defined by everything from language, religion, cuisine, social habits, dance, music and arts.⁷ Here in the United States many diverse groups of people have shaped our nation and have influenced our culture. The objective of this unit is to explore the culture of the people in South America. Students should be able to understand that some of the festivals are similar across national boundaries, but some are unique in different forms, especially investigating different festivals.

Why is it important to learn about different cultures?

The word culture is a shared set of practices and traditions that characterizes society or group of people. Culture around the world has played a significant role in describing individuals or a group of different nationalities. I will explain the importance for learning about the culture of South America and ways of linking people and their different value system through arts integration.

Our students today care less about the world around them, if they do not live in it or experience a different way of life each day. In fact, many students only live and know about their own culture. It will be important to keep this unit interesting to encourage participation in exploring South America's culture through music and dance. Most importantly, knowing other cultures will help students to understand the world around them.

Modeling Arts Integration through African-American Culture Background

I will give my students a little historical fact about how slaves used dance and music as a form of communication. For example, Africans sold into slavery danced on the ship as a form of exercise, such as limbo. The word limbo was used to communicate escape. Music and dance rituals helped to communicate across languages to survive. Music and dance was used to convey a message or a particular idea for survival. Often time phrases were used to code a hiding message at beginning, middle and end for slaves to decode. African dance movements are often dance memorized. The cakewalk is a form of dance used by slaves to poke fun at their plantation owners. Resistances of slavery were often expressed culturally. This tradition has been carried on after generation after generation

of the African-American culture. This tradition has continued in the Americas culture in dance, religious ceremonies and other musical forms.

When studying the way slaves and African tribes communicated with each other, many times it was observed through entertainment, dances, emotions, celebrated rites of passages. These acts of communication often strengthen the bonds between tribes, because not all slaves were from the same native country. African dance has traditionally played an essential role in culture. Dance is a way of communicating; however, in this case it is a way to communicate through structured movement, which is taught to others within your native culture. My goal is to assist students in understanding themselves as well as understanding a different cultural. It is important to understand that we all have different personality traits that may be different than others around us.

Of course, encouraging students to participate is an important task for students taking ownership for their learning. Throughout this lesson I hope to reach students who can benefit from having more hands-on or practical learning experience. This unit will allow students to become actively involved in the learning process as lifelong learners. As the instructor, my role is to encourage students to use their critical thinking skills and analyze information rather than use passive knowledge.

So, I pose the question to my students: why is it important to become part of the culture? In this lesson we will focus on three important art forms: culture, music and dance. These three components are just a small mix of becoming part of a culture. My goal is to allow student to identify what a culture may look like, sound like, and feel like. Students are to take on a character of the city that they may be investigating in South America. My hope is that my students will be able to model appropriate behavior through the Arts Integration, perform traditional dance rituals, and express emotional feelings through the parts.

It is important to inform students of the reasons why festivals exist today. I will pose the question, what is the purpose of having festivals? I will announce at the beginning of this unit that every student will have a chance to research and contribute to the investigation of the culture of South America. Because this unit is centered on Arts Integration, students will have to demonstrate competency in the area of movement and music. Investigating and observing the festivals that are a tradition within their selected city will be demonstrated within groups assigned in my class. (I may need to divide the class into homogeneous groups based on the number of students and cities selected from South America.)

How does dance relate to culture and business ethics in the business world?

In the business world, communication is imperative for the successful execution of daily operations. Understanding cultural differences and overcoming language barriers

are some of the considerations people should have when dealing with business with people of various cultures. Often business deals are lost because the parties involved did not take the time to learn about each other's cultures prior to interacting.

Dance is defined as a type of art that generally involves movement of the body, often rhythmic and to music. It is performed in many cultures as a form of emotional expression, social interaction, or exercise, in a spiritual or performance setting, and is sometimes used to express ideas or tell a story.⁸

Dance can be described by our youth as being fun and a way to celebrate. Some may even say that it is a way of life that is inspiring, and that it may not look or feel the same for everyone. I would say to our students that dance is a form of communication and a way in which we express ourselves. Dance can help channel our energy; just look at the excitement that takes place when our professional football players score a touchdown. I do believe that dance is a passion for a form of Arts Integration. Dance allows you to be yourself and not to worry about what others may think of you. It allows you to accept your weakness and appreciate your strengths. You may get back up if you fall. These are factors needed to be successful in the business world. Throughout this unit, this is exactly what I plan for this learning experience to be and become.

All of the factors that I mentioned above are associated with who we are as an individual that allows us to be successful in the business world today. I believe one must be passionate about his or her career or what they are trying to accomplish. The joy of giving it your all makes the outcome much more rewarding. This is going to be a focal point into this unit using arts integration. Students will be engaged by reenacting the dance and music of South America's culture. Arts integration throughout the years has a role in how different cultures communicate and celebrate. Giving students the opportunity to learn and demonstrate the traditions of dance from another culture abroad will not only educate, but in turn, this unit will encourage students to think about their behavior and how it could be interpreted by others and how their demeanor can determine their success in the business world. Having the opportunity to learn about other cultures can help shape their minds to be more critical thinkers in the decision making process.

What is the importance of dance through arts integration?

Music and dance can be traced far back into history. My unit is not to place emphasis only on the African-American culture, but any culture that uses music combined with movement as an art form to tell a story, express themselves, or decode a message. Drums can be a tool that set tone or mood of a person and can be used to bring individuals together as a community. However, other instruments were used such as gourds strung with beads, clapping, stamping feet to create rhythmic music. Through the use of arts integrations; using music and dance will allow students to study their different way of

communication in South America by reenacting its culture traditions through music and dance.

I will inform the students that South America was selected because of its rich variety of music. I will begin the unit by introducing the student body to a song that may have been heard before. My goal is to have students excited about translating messages in songs, beats from the sound, and movement of the South America culture. Allowing students to view and examine how music interpretation can be different from person to person.

To demonstrate how arts integration can be associated with different cultures through the use of music, communication or celebrations, students will have the opportunity to learn dance terminology and concepts for movement. I will inform the students that not all music and dance may look or feel the same in every country. However, in this unit I will only focus on the music and dance of South America.

The arts teach students to think through and within a material

“All art forms employs some means through which images become real. In music it is pattern sound; in dance it is the expressive movement of a dancer in motion; in the visual arts it is visual form on a canvas; in theatre it’s a complex of speech and movement.”⁹

Elements of Dance and Movement Vocabulary

Aesthetic Perception

In order to prepare students to complete their task at the end of this assignment student will need to understand a few new theories. Aesthetic Perception is a response to art or the environment involving positive thoughts, sensation and feelings.¹⁰

Art Criticism

Art Criticism is learning to analyze and judge art as experts do. The process is called art criticism because it requires critical thinking. Critical thinking is logical thinking. Every idea fits with every other idea. When people look at art, they say “I like it” or “I don’t like it.” That is a natural way to respond. It is called expressing a personal preference or opinion. A critical judgment of art is more than an opinion or preference. It is based on critical thinking-logical steps in thinking.¹¹

Emphasis

Emphasis is the area in a work of art that catches and holds the viewer’s attention. This area usually has contrasting sizes, shapes, colors or other distinctive features.¹² Emphasis

is a principle of art which occurs any time an element of a piece is given control by the artist. In other words, the artist makes part of the work stand out, in order to draw the viewer's eye their first. Frequently, emphasis is achieved by mean of contrast, a focal point.¹³

Movement

The element of movement helps students to create more visually interesting dances and movement pieces. Students in Movement Education learn the following terminology, based on Rudolph Laban's Movement Theory: action of body, action of body parts, activities of body, body shapes, areas, directions, levels, pathways, planes, extensions, how the body performs, time/tempo, weight/forces, space, flow, what relationships occur, body parts, and individuals and groups, Movement is a way of combining visual elements to produce a sense of action. This combination of elements helps the viewer's eye to sweep over the work in a definite manner.¹⁴

Rhythm

Rhythm is a type of visual or actual movement in an artwork. Rhythm is a principle of design. It is created by repeating visual elements. Rhythms are often described as regular, alternating, flowing, progressive or jazzy.¹⁵

Reference to Dance Terminology and Concepts

Space:

The Where of Dance is associated with the directions; forward, backward, right side, left side, up, down, clockwise, and counterclockwise.¹⁶ General space, General space refers to the total space in the gymnasium, classroom, studio, or outdoor area designated as moving space.¹⁷ The levels' low, middle, and high.¹⁶ Negative space; is the space not being used, or empty space.¹⁸ Pathways, are straight, curved, and zigzag.¹⁹ Positive Space; is the space that is being used or filled by a person's body.²⁰ Self-space is also known as personal space, refers to surrounding one person; a stationary location in space.²¹

Time:

The When of Dance; Accent stresses the placed on one or more beats.²² Counterpoints are used is a contrasting sets of beats.²³ Felt time reflects personal rhythm, i.e. breath.²⁴ The underlying beat is pulse.²⁵ Rhythm is the arrangements of beats.²⁶ Tempo; refers to speed.²⁷

Force or Dynamics:

The How of Dance, is the force or dynamics with energy, sharp and smooth.²⁸ Does it Flow with bound and free.²⁹ The qualities of movement should be sustained, percussive, vibratory, swing, collapse, suspend.³⁰ Is the weight of force or dynamics strong and light.³¹

The Body:

Is the What of Dance, the body shapes are curved, straight, angular, twisted, wide, narrow, symmetrical, asymmetrical, open or closed.³² There are eight basic movements that travel across general space: walk, run, jump, hop, leaps, gallop, slide, and skip which are locomotor skills.³³ nonlocomotor skills refer to the movement that stay in personal space, such as rotate, stretch, bend, push, pull and shake.³⁴

Relationships:

The setting of dances with others or objects, which can be between, around, through, in front of, behind, beside, under, over, above or below.³⁵ Relationships can also be with partners or group leading (moving ahead), following (moving behind); meeting (moving towards); parting (moving away from)³⁶

Creating:

The Design of Dance uses ABA, which represents a movement phrases; B represents a different movement phrases; A represents a return to the first movement phrase.³⁷ Canon is a single movement phrase that is layered and restated at successive intervals.³⁸ The Chance dance is involves the movement phrases performed in random order.³⁹ Improvisation creative problem solving through movement.⁴⁰ A series of movements that complete an idea is known as movement phrases.⁴¹ Through narrative students will tell to a dance story.⁴²

Lessons

Beginning Lesson Scenario–Story Telling: *Is This a Vacation Impossible? Your Dreams Come True as You Experience the Culture of South America through Music and Dance*

“Due to changes in the role of travel agents today, you went back to school and became a *Destination Specialist*. Recently, a client has contacted your company, *Your Dreams Come True*, to plan a vacation to a *South American country* for the *first half of February*.

The client would like you to put together a presentation on what you believe would be the best use of she and her *husband's two-week vacation*. The client is unsure whether they want a totally restful, laid-back trip or one where they would use their *athletic abilities* and their *love of the outdoors*. However, during their vacation, they would very much like to receive hands-on experience of learning the culture of South America. They have budgeted \$10,000 for this vacation. Both of them are looking forward to this trip as an *escape from their stressful careers* as stockbrokers in New York City.”

Beginning Scenario Script
Is This a Vacation Impossible?
Your Dreams Come True as You Experience the
Culture of South America through Music and Dance

Anyway, BT IMF agents, we've received new orders in this recording. Let's have a listen. Music from Mission Impossible

BT IMF agents are on an investigation mission. Their assignment is to locate a city in South America for a married couple to explore, vacation, and have an enjoyable experience. The specialist's targeted areas are countries located in South America.

BT IMF agents are always prepared to make adjustments to their plans at a moment's notice. Wait, no one can escape from participating in this mission assignment. This task cannot be completed without having the entire IMF team with you. All of you are part of the IMF team.

Good news, BT IMF agents, all of you will have the same common goal, which is to research a county that is best suited for your clients. The vacation packet needs to be full of exciting and adventurous activities.

BT IMF agents must find a perfect vacation in South America that will allow your clients to experience their native culture centered on dance and music. The vacation plans are useless without completing a researched investigation!

BT IMF agents will be coached, guided, and monitored through various research procedures; such as investigating, evaluating and analyzing various cities located in a South American country. Students will be encouraged to view various videos, research using the internet, and other source documents.

The scene takes place in Business Technology classroom. From the observers view, the BT IMF agents will be working in teams from their

workstation, exchanging ideas with each other by using either the internet or resource documents but, it can't be clear on any given day, which tools will be used to assist with the research.

Suddenly an AH HA moment becomes clear to the BT IMF agents. The BT IMF agents' minds become clear and the team turns slightly to face each other, realizing that a common goal has been reached. The BT IMF agents begin working together to solve their South American vacation for their clients.

Ending Scenario Script
Is This a Vacation Impossible?
Your Dreams Come True as You Experience the
Culture of South America through Music and Dance

At this point the BT IMF agents will begin to watch various clips from the Mission Impossible series to allow them to analyze and observe team work to solve a problem.

Enduring Understandings: Students will understand that:

1. Culture is the way of life of a group of people who share similar beliefs and customs.
2. Global societies are diverse, creating varied perspectives, contributions, and challenges.
3. People are affected by environmental, economic, social, cultural, and civic concerns.
4. Culture is both a unifying and divisive force in human relations.

Essential Questions/Students will understand that:

1. What is culture?
2. Why is cultural diversity a positive thing?
3. What can we learn about a culture through its art forms?
4. What are the benefits and challenges of a diverse society?
5. Why should we study other cultures and what does it teach us?
6. How do the beliefs and values of a diverse culture affect individuals and society?

Learning Outcome:

My goal is to create an environment in which students are expected to learn at high levels, each student will be supported by me to learn at high levels, and demonstrate learning through the use of arts integration. I believe this lesson will provide students with the opportunity to grow in ways they cannot imagine. Students will be able to utilize the skills learned from Word Processing, Excel, Access, desktop publishing, and PowerPoint to develop an enhanced presentation to present to their clients (class).

Notes

¹ <http://www.aeteachers.org/index.php/blog/936-the-benefits-of-art-integration>.

² Implementing the Common Core State Standards, <http://www.corestandards.org>, @2012, Common Core State Standards Initiative.

³ Ryan Gibson, “The millennial generation is upon us”, in Generation Y, <http://www.generationy.com/definition>.

⁴ Amy Charleroy, Office of Academic Initiatives, The College Board, New York, The Arts and the Common Core: A Review of Connection Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework, New York, N.Y., December 2012.

⁵ Kim Ann Zimmermann, What is Culture? Definition of Culture, LiveScience Contributor, July 9, 2012, <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>.

⁶ Amy Charleroy, Office of Academic Initiatives, The College Board, New York, The Arts and the Common Core: A Review of Connection Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework, New York, N.Y., December 2012.

⁷ Kim Ann Zimmermann, What is Culture? Definition of Culture, LiveScience Contributor, July 9, 2012, <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>.

⁸ Eisner, E. (2002). The Arts and the Creation of Minds, Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press.

⁹ Laura H. Chapman, “Art: Images and Ideas,” in <http://www.powayusd.com/teachers/kopstad/Art%20Analysis/criticism.htm>.

¹⁰ Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

¹¹ Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

¹²Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹³Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹⁴Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹⁵Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹⁶Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹⁷Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹⁸Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

¹⁹Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²⁰Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²¹Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²²Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²³Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²⁴Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²⁵Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²⁶Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Moventures, 294.

²⁷Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

²⁸Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

²⁹Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁰Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³¹Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³²Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³³Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁴Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁵Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁶Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁷Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁸Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

³⁹Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

⁴⁰Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

⁴¹Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

⁴²Lynnett Overby, Beth Post, Diane Newman, Interdisciplinary Learning Through Dance: 101 Movements, 294.

Bibliography

Abrami, P.C., Bernard, R.M., Borokhovski, E., Wade, A., Surkes, M.A., Tamim, R., & Zhang, D. (2008). Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. *Review of Educational Research*, 78(4), 1102-1134.

Alan Rice, Legacies of slavery: dance, <http://www.revealinghistories.org.uk/legacies-sterotypes-racism-and-the-civil-rights-movement/articles/legacies-of-slavery-dance.html>

Burnaford, G. (2009). A Study of Professional Development for Arts Teachers: Building Curriculum, Community, and Leadership in Elementary Schools. *Journal for Learning through the Arts*, 5(1)

Catterall, J. S., Dumais, S.A., & Hampden-Thompson, G. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, Research Report #55. Washington, DC: National Endowment for the Arts.

Hardiman, M. (2012). *The Brain-Targeted Teaching Model for 21st-Century Schools*. Thousand Oaks, CA: Corwin.

Karpicke, J. D., & Blunt, J. R. (2011). Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. *Science*, 331, 772-775.

Miller, Gray, History of African Dance, [http://dance.lovetoknow.com/History of African Dance](http://dance.lovetoknow.com/History%20of%20African%20Dance).

Oreck, B. (2004). The Artistic and Professional Development of Teachers: A Study of Teachers' Attitudes Toward and Use of the Arts in Teaching. *Journal of Teacher Education*, 55(1), 55-69.

Rinne, L., Gregory, E., Yarmolinskaya, J., & Hardiman, M. (2011). Why Arts Integration Improves Long-Term Retention of Content. *Mind, Brain, and Education*, 5(2), 89-96(8).

Upitis, R. (2011). Arts Education for the Development of the Whole Child. Prepared for the Elementary Teachers' Federation of Ontario, Canada.

Walker, E. M., McFadden, L. B., Tabone, C., & Finkelstein, M. (2011). Contribution of Drama-Based Strategies. *Youth Theatre Journal*, 25(1), 3-15.

Wilcox, R.A., Bridges, S.L., & Montgomery, D. (2010). The Role of Coaching by Teaching Artists for Arts-Infused Social Studies: What Project CREATES Has to Offer. *Journal for Learning Through the Arts*, 6(1).

Appendix A

Common Core Standards Addressed

National Core Arts Standards: A Conceptual Framework for Arts Learning,
<http://nccas.wikispaces.com>

Curriculum Unit
Title

Is This a Vacation Impossible?
Your Dreams Come True as You Experience the
Culture of South America through Music and Dance

Author DeLessa A. McNair

KEY LEARNING, ENDURING UNDERSTANDING, ETC.

1. Culture is the way of life of a group of people who share similar beliefs and customs.
2. Global societies are diverse, creating varied perspectives, contributions, and challenges.
3. People are affected by environmental, economic, social, cultural, and civic concerns.

ESSENTIAL QUESTION(S) for the UNIT

1. What is culture?
2. Why is cultural diversity a positive thing?
3. What can we learn about a culture through its art forms?
4. What are the benefits and challenges of a diverse society?
5. Why should we study other cultures and what does it teach us?
6. How do the beliefs and values of a diverse culture affect individuals and society?

CONCEPT A

CONCEPT B

CONCEPT C

ESSENTIAL QUESTIONS A

ESSENTIAL QUESTIONS B

ESSENTIAL QUESTIONS C

What is culture?

Why is cultural diversity a positive thing?

What are the benefits and challenges of a diverse society?

VOCABULARY A

VOCABULARY A

VOCABULARY A

Behavior patterns, arts, beliefs, institution, thoughts, or traits

Language, Religion, Food, Special Dates, Migration, Education, and Family.

Diversity in society helps us to **grow** as individuals and **open out minds** to different **ways of life**.

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

My focus is to gear my instructional lessons on topics that I think will gain my students interest and want others to enroll in the department. My objective is to create an unit for my students that will make real life connections, tweak student interest, and allow students to learn by using arts integration as a different form to learning. Maintaining student interest, making learning fun, and making real life experience through arts integration and hopefully my giving students something new and innovative may be the enrollment for the department will increase.