

# Dancing With Technology!

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## **Technology REALLY can be your friend in Fine Arts.**

Technology is more than just a computer these days, and it is possible to utilize some of the “latest and greatest” equipment to make your life easier. Here are 5 simple steps to making technology work for you:

1. Find out what is available for your use.
2. Find out who can help you.
3. Utilize what your students already know.
4. Design lessons that will reduce your work load.
5. Enjoy watching students’ multi-task.

## **What is available?**

Computers are what people tend to think of when they hear the word “technology” but other items include CD burners, DVD / VCR players, digital cameras (video and still), and software ~ just to name a few. Most of these items are available for you to check out in the school library or through your instructional technologist.

## **Who can help?**

Your best resources are right in your building. Librarians and technology specialists are the first ones that come to mind but don’t forget about other teachers. The business and CATE (career and technology department) teachers are amazing resources. Many students who have an interest in pursuing technology-based careers love the opportunity to improve their portfolio make them quite possibly the most valuable resource available.

## **Utilize your students.**

Students in most states are now required to take a technology class before graduation. The basic computer class teaches these students how to use 4 basic Microsoft Office programs. These are Word, Excel, Power Point, and Access. Each of these can become tremendous tools for your use. Advanced business and CATE students also learn how to utilize web design tools. Finding students to maintain a team or department website becomes a very easy task when you are willing to let students help.

## **Design lessons to reduce work load.**

The most important thing to remember is that lessons should be designed to ease your work load. Examples:

- ❖ allow students to earn extra credit for typing your spring show program
- ❖ have injured students record your costume numbers on an excel spreadsheet
- ❖ assign small groups to research and teach dance history units

## **Enjoy watching students multi-task.**

Allowing students to introduce technology into their dance curriculum will bring a new sense of pride to their work. You will find that most of your students thoroughly enjoy creating something “new”; most of the time they do not even realize that the work they have done is exactly what you wanted them to do.

## **Favorite Websites**

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

allows you to manage your team calendar, finances, letter jacket points, etc. anywhere you have internet access

[artsedge.kennedy-center.org](http://artsedge.kennedy-center.org)

WONDERFUL site full of lessons for all age groups in MANY different areas including dance

[school.discovery.com](http://school.discovery.com)

great site that allows you to create and research lesson plans and puzzles

## **Dance History with a TWIST!**

Objective: Get students excited about learning and teaching dance history!

### **Process:**

- ◆ Reserve computer lab or library for 2 days
- ◆ Divide students into pairs
- ◆ Assign students a specific person/genre/time period to research
- ◆ Hand out materials two days before going to the library



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**Assignment:**

- ◆ Research the assigned topic answering the guided questions provided
- ◆ Prepare a handout for the class ~ there should be blank spaces for the class members to fill in during your presentation
- ◆ Prepare a presentation to be given to the class; the presentation should not exceed 15 minutes
- ◆ Utilize technology to create a visual aid ~ for example, a Power Point presentation; an overhead; computer generated posters; etc
- ◆ Provide a hard copy of all materials as well as three typed questions and answers to be used on a test
- ◆ Present your materials

**Guided Questions** (for research of a specific person):

- ◆ Who is the person?
- ◆ What is their dance background?
- ◆ What work(s) is this person famous for?
- ◆ How has this person influenced dance as we know it today?
- ◆ When and where did this person make their impact?

**Rubric:**

- ◆ Class participation grade for proper use of library time
- ◆ Daily grade for presentation based on:
  - ◆ Organization
  - ◆ Flow
  - ◆ Met Criteria
  - ◆ Creativity
- ◆ Major grade for material presented based on thoroughness of the research

**Time Line:**

- ◆ Friday: Assign topics
- ◆ Monday: Work with partner in library
- ◆ Tuesday: Work with partner in library
- ◆ Wednesday: Turn in hard copy of information
- ◆ Thursday: Begin presentations as appropriate for the unit

BE CREATIVE! Enjoy utilizing technology to develop your presentation.

