Lesson 1: Gender Role Expectations in Dance

Empire State Creates: Teaching Artist-Led Activities for Everyone

Project Title: Out From the Wings
Age(s): High School
Time: 30-40 minutes
Arts Discipline: Dance

ACTIVITY AT A GLANCE

Goal(s):
- You will be able to identify how traditional, cisgender, heteronormative masculine and feminine stereotypes are most often portrayed in dance and how the expression of gender, gender identity, and sexual identity outside this range is severely limited.
- You will be able to understand and empathize with LGBTQIA+ dancers regarding the marginalizing effects exclusionary stereotypes have upon them both personally and professionally.
- You will be encouraged to affirm and value the cultural identities of the dancers featured in the lesson.

Materials:
- Pre-lesson questionnaire
- Digital presentation - interviews with LGBTQIA+ dancers
- Post-lesson questionnaire

New Word(s)
- LGBTQIA+
- Cisgender
- Heteronormative

NYS Arts Learning Standards
- DA:Re7.1HSII – Critically examine the overall effect that the components of dance (organization of style, choreographic devices, structures and the relationship between them) has on different dancers.
- DA:Re9.1 HSII – Consider social values and a range of perspectives when comparing and contrasting two or more dance works or practices to evaluate their effectiveness and situating the criteria with a cultural context.

STEPS

Step #1 | Pre-lesson questionnaire –
a. Study the photographs of the pairs of dancers at the top of the page, taking time to observe as many details as possible.
b. Using what you have observed from the photographs, respond to the questions on the pre-lesson questionnaire.
c. If you have the opportunity to complete this lesson with other students, take a few minutes to share and discuss your responses with one another.

| Step #2 | Digital Presentation –  
|         | a. Watch the video interviews with the dancers as they discuss their experiences with gender roles in dance and how the expectation that they fulfill these roles affects them.  |

| Step #3 | Post-lesson questionnaire –  
|         | a. Using the information gained from the video presentation, complete the post-lesson questionnaire.  
|         | b. If you have the opportunity to complete this lesson with other students, take a few minutes to discuss the video and your responses to the post-lesson questionnaire.  |