

Mr. Gonczi's 12th Grade Music History and Appreciation Class

Unit or Strand Title: Music of the 1990s- Examining Social Impact
Lesson Title: "Vogue": Can art, or an artform, be "stolen?"
Focusing Question: Generally, do you feel that art, such as a dance form like Vogue, can be "stolen", or can anyone participate in all forms of art without repercussions?
<p>Description: Continuing the unit on the Music of the 1990s and its Social Impact, Mr. Gonczi will introduce the concept of voguing and its relation to popular music culture by holding a socratic seminar that will encourage the gradual unfolding of information about its origins and its relation to Madonna's "Vogue" music video. Teacher will begin by showing two different videos exemplifying voguing: one will be Madonna's "Vogue" music video, and the other will be a clip of a portrayal of the Ballroom scene in the 1980s from FX's show <i>Pose</i>. Students will then be asked a series of questions both in regards to the video and with regard to separate yet related topics. These questions will increase in complexity and demand higher and higher order thought processes as the lecture progresses. Teacher will allow students to respond to each question and pose their ideas to the entire class, encouraging interactive discussion and dissemination of thoughts and opinions. These prompts will be guiding questions that will entail a gradual unraveling of the history of Ballroom and of Madonna's Vogue, and will eventually guide students to have a more informed discussion regarding the question: "Generally, do you feel that art, such as a dance form like Vogue, can be "stolen", or can anyone participate in all forms of art without repercussions?"</p>
<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • SWBAT visually identify voguing • SWBAT have a general understanding of the background and function of the underground Ballroom scene • SWBAT identify the cultural significance of Voguing, as well as to whom it is significant • SWBAT assess the sentiment that the Ballroom community had towards Madonna's "Vogue" music video through class debate • SWBAT discuss the ways in which our intersectional identities play a role in how our art is perceived • SWBAT start forming their own opinions about the ways in which intellectual property and elements of cultures can be used, for whose benefit it can be used, and whether or not art can be "stolen" by participating in open discussion with peers and teachers
<p>Specific Content Knowledge:</p> <ol style="list-style-type: none"> 1. Ballroom began with first Ballroom "house" was established in 1970: the House of LaBeija, w/ Crystal as mother 2. Houses would compete as teams against each other at the balls, but also acted as family units, housing rejected queer youth 3. Voguing was form of dance that evolved from elements of break dancing, and was used as mode of competition and communication during Ballroom competitions <ol style="list-style-type: none"> a. Served as non-violent way to "fight" and throw shade during competitions 4. In early 1990s, Madonna observed the Ballroom scene and was so eager to know about voguing that she begged Jose Gutierrez Xtravaganza to show her 5. Jose & 7 other male dancers, toured with Madonna on her Blond Ambition tour, & choreographed and danced in her "Vogue" music video; were later nominated for an MTV award for this

6. Release of Madonna’s vogue inspired rise in popularity of new voguing categories, such as **New Way** and **Vogue Femme**
7. Ball community felt that Madonna stole voguing and wrongfully advertised it as her own, making it just another passing fad
8. Many of the dancers from Madonna’s video fell into homelessness or drug addiction as Madonna’s career skyrocketed
9. Madonna, a white woman, made money off a culture which others were previously persecuted for participating in as queer POC continued to suffer

Standards Addressed: MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.

Materials:

Guiding powerpoint with guiding questions and videos

Computer for displaying the powerpoint

Madonna’s “Vogue” music video: <https://www.youtube.com/watch?v=GuJQSAiODqI>

Clip from FX’s *Pose*: <https://www.youtube.com/watch?v=WCf0ZA1fhzc&t=38s>

Artifacts:

Possible exit ticket that asks students to write their thoughts about the focusing question, or even that asks students to write their own definition/search for a definition of Cultural Appropriation that they deem appropriate/accurate, after which they may discuss whether or not this definition applies to Madonna and her “Vogue” music video.

Assessment:

The main avenue of assessment will be a formative assessment of attendance and participation/contribution to the lecture. Did students show up on time? Did students contribute their voices, opinions, and experiences in response to any of the increasingly-complex questions presented throughout the lecture? If not, did students otherwise seem actively engaged with the content (i.e. not on their phones, talking to a neighbor, or otherwise interruptively off task)? Asking for students to be able to justify or explain the logic behind any comments they may contribute to assessment as well.

If need for a physical artifact, another avenue of assessment could be an exit ticket that asks students to write their thoughts about the focusing question, or even that asks students to write their own definition/search for a definition of Cultural Appropriation that they deem appropriate and/or accurate, after which they may discuss whether or not this definition applies to Madonna.

Procedures: *See Socratic Lecture Outline*