

**Mr. Gonczi's 12<sup>th</sup> Grade Music History and Appreciation Class**

Unit or Strand Title: Music of the 1990s- Examining Social Impact
Lesson Title: “Vogue”: How Madonna’s Hit Single Influenced Voguing, and the Ballroom Community
Focusing Question: Do you see the release of “Vogue” as a net win, or a net loss for the ballroom community? Why or why not?
<p>Description: Continuing the unit on the Music of the 1990s and its Social Impact, Mr. Gonczi will introduce the history of the Ballroom scene and its ties to Vogue as a form of dance, as well as to the release of Madonna’s “Vogue” music video, highlighting the ways in which “Vogue” influenced the dance and the people that originated it. Teacher will lead a direct lecture introducing this content, accompanied by a guided note-taking worksheet that students will fill out while listening to the lecture. Teacher will begin by playing a 20-second clip of Madonna’s “Vogue” music video to foreshadow what’s to come, before prompting students: “When I say the word ballroom, what images first come to mind?” This will assess students’ prior knowledge of the subject, and will give them a brief opportunity to share and assess their cultural associations before their expectations are defied. The lecture will educate students about the history of Ballroom, Voguing, and Madonna’s single in a way that guides them towards three Essential Considerations that they will answer in written form on their note-taking worksheets, one of which being the focusing question:</p> <ol style="list-style-type: none"> <li>1. 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?</li> <li>2. Do you feel that Madonna participated in cultural appropriation in making her “Vogue” video? Why or why not?</li> <li>3. Do you see the release of “Vogue” as a net win, or a net loss for the ballroom community? Why or why not?</li> </ol>
<p>Lesson Objectives:</p> <ul style="list-style-type: none"> <li>• SWBAT define what voguing is</li> <li>• SWBAT recall important details of the history of the underground Ballroom scene by referring to their guided note-taking worksheet</li> <li>• SWBAT identify the cultural significance of Voguing, as well as to whom it is significant, by responding to written prompts</li> <li>• SWBAT assess the cultural impact of Madonna’s “Vogue” music video on the Ballroom scene through class discussion and written response</li> <li>• 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 responding on paper to free response questions</li> </ul>
<p>Specific Content Knowledge:</p> <ol style="list-style-type: none"> <li>1. Ballroom was born out of <b>Drag Balls</b>, which were crossdressing pageants for people of all genders and races, held at <b>Harlem’s Hamilton Lodge No. 710</b> as early as post-Civil War 1800s</li> <li>2. <b>Harlem Renaissance</b> sparked growth in popularity of Drag Balls</li> <li>3. Increase in popularity forced Drag Ball scene to go underground as early as 1938, as police were made aware and would raid and arrest pageant-goers</li> </ol>

4. Trans woman of color **Crystal LaBeija** noticed the Drag Ball judges preferred Eurocentric beauty, so she left Drag Ball scene and, by suggestion of Lottie LaBeija, promoted and held her own Ball exclusively for queer/trans Black & Latinx people (early 1970s)
5. First **Ballroom “house”** was established in 1970: the House of LaBeija, w/ Crystal as mother
6. Houses would compete as teams against each other at the balls, but also acted as family units, housing rejected queer youth
7. **Voguing** was form of dance that evolved from elements of break dancing, and was used as mode of competition and communication during Ballroom competitions
  - a. Served as non-violent way to “fight” and throw shade during competitions
8. 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
9. 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
10. Release of Madonna’s vogue inspired rise in popularity of new voguing categories, such as **New Way** and **Vogue Femme**
11. Ball community felt that Madonna stole voguing and wrongfully advertised it as her own, making it just another passing fad
12. Many of the dancers from Madonna’s video fell into homelessness or drug addiction as Madonna’s career skyrocketed
13. 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, historical information and pictures regarding the background of Ballroom and voguing, 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>

Tiktok outlining different voguing styles: <https://www.youtube.com/watch?v=WWT32Y182ls>

**Artifacts:** Students will fill out a guided note-taking worksheet as they listen to the lecture. This artifact will show tangible proof of listening and initial comprehension of essential pieces of information regarding the history of Ballroom, and the influence that “Vogue” had upon Voguing as an art form, as well as upon Ballroom and its community.

#### Assessment:

One 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 an image that the word “Ballroom” brought to mind, or an opinion about any of the comprehension 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)?

Another avenue of assessment will be completion of the guided note-taking activity that students were provided at the end of class. This will be a formative completion grade, in which students will be expected to fill in the blanks of questions directly related to content I covered in the lecture. Because my pace was generally quite fast due to time constraints, I will not demand unbelievable accuracy from students. I would rather them try their hardest to complete the worksheet, work on it for homework if need be, hand it to me next class, and have me give them non-graded corrections on their papers, so that they may review information that they were not clear on. This hopefully will encourage further comprehension in a non-threatening way.

Procedures: *See Direct Lecture Outline*