

Englewood Public School District

K-2 Dance

Unit 1: The Creative Process, Performance, and Aesthetic Responses

Overview: Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

Time Frame: Approximately 20 Weeks

Enduring Understandings: Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.

Essential Questions: *Students will keep considering...*

- How can the elements of dance be used to express content, emotions, and personal expression?
- How can improvisation of movement communicate content, emotions, and personal expression?
- How is dance different from other forms of movement?
- How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?
- How are body movements isolated or aligned to create different patterns of dance?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.1.2.A.1 Identify the elements of dance in	Students will be able to: <ul style="list-style-type: none"> • Explore the joy of moving. • Listen to signals and respond to movement directions. • Listen to a story and dance the words and move to the rhythm of the words. • Engage in a collaborative discussion about improvised dances. • Explore stopping and going, tempos of fast and 	<u>Kindergarten Activities</u> <ul style="list-style-type: none"> • Warm-up Brain Dance* • Listen to signals and respond to movement directions. Explore locomotor steps (walk, run, gallop, and jump). Walking Hop Hop Hop Song • Perform basic axial movements of turn, stretch, reach, bend, and twist. Cosmic Kids Moana Yoga 	<ul style="list-style-type: none"> • Kindergarten Dance Activities • Alphabet movement cards • Creative Dance Integration Lesson Plans https://education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf • Glossary of Terms • Core Instructional/ supplemental materials: 	<ul style="list-style-type: none"> • A final benchmark assessment will be given that can be used to measure success with this unit. • Formative and Summative Assessments will be used for each activity outlined for each lesson.

<p>planned and improvised dance sequences.</p> <p>1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.</p> <p>1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.</p> <p>1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	<p>slow, and simple rhythms.</p> <ul style="list-style-type: none"> • Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects. • Research and identify tempos of animals, people and machines. • Move to the rhythm of words (syllables) and investigate rhythm of word phrases. • Explore opposites in shapes, levels, sizes, and moving in and through space. • Demonstrate how music can change the way they move. • Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. • Music can be used as a choice and personal and group spatial relationships should be explored. • Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and 	<ul style="list-style-type: none"> • With a partner, improvise a dance using basic locomotor steps and axial movements. • Move to slow and fast tempos. Slow and Fast Song • Practice moving and stopping responding to a variety of stimuli (e.g. voice, music, sound, others). Improvise moving and stopping varying the duration. • Practice fast and slow tempos inspired by research of animals, people, and machines. Next improvise a dance based on tempo. Animal Freeze Dance Animal Move and Groove Task Cards (Teachers pay Teachers) • Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words. • Create a short dance using two opposite energy qualities, emotions, and senses 	<p>Teaching Dance https://www.thepespecialist.com/dance2/</p> <ul style="list-style-type: none"> • Locomotor Skills with Locomotion Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ • Shake it Senora http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ • The Funky Chipmunk Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ • The Snowflake Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ • Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12) http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf 	<ul style="list-style-type: none"> • Homework, classwork and exit materials will all be used as data to assess student learning. • Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress
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1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner

- energy.
- Will be able to identify and judge the differences between pedestrian movements and formal training in dance.
- Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.
- Express constructive criticism to communicate useful evaluation of both personal work and the work of others.

- (ex: happy/sad). Use an appropriate selection of music.
- Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. [Body Boogie Dance](#)
- Teaching pantomime (drinking milk) <https://www.youtube.com/watch?v=UU5Z8Norssw>
- Students will share a story demonstrating an emotion or feeling through dance.
- Students will record a performance (using an iPad, Video Recorder, etc...) and use peer-critique strategies to assess.

1st and 2nd Grade Activities

- Use locomotor steps and axial movements with prepositions (near, far, over, under, through etc.).
- Planned Dance Sequence Video: [Go Noodle - Sherlock Gnomes Move and Groove](#)

toward them and comparing one's work to the criteria on a rubric or checklist.

- Written or Drawn Work (using technology when appropriate)
- Sharing feelings, dreams, and wishes about dance and dancing
- Planning and documenting choreographic process (sketching or collecting ideas for a dance)
- Personal responses to performances
- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should

using locomotor and non-locomotor movements at various levels in space.

1.4 Aesthetic Responses & Critique

Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them

- Improvised Dance Sequences: [Freeze Dance Freeze Dance Colors Listen and Move Freeze Dance](#)
- Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words.
- Teaching pantomime for elementary students
<https://www.youtube.com/watch?v=g7Wjl9x4N3U>
- Connect a simple sequence using opposites incorporating shape and axial or locomotor movement.
[Cupid Shuffle](#)
- Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music.
- Students will share a story demonstrating an emotion or feeling through dance.
- Students will record a performance (using an iPad, Video

use protocols for constructive peer-to-peer feedback, such as

- “I noticed ...”
- “I like the way ... because ...”
- “Have you thought of ...?”
- “I would like to suggest ...”
- Hand Signals:
Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
- I understand _____,
and can explain it (e.g., thumbs up).
- I do not yet understand _____
(e.g., thumbs down).
- I’m not completely sure about _____
(e.g., wave hand).

to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Recorder, etc...) and use peer-critique strategies to assess.

Performance Rubrics

[Dance Rubric 1](#)

[Dance Rubric 2](#)

Assessment

Resources:

Arts Achieve

<http://www.artsachievetrust.org/dance-performance-assessment/>

Arts Assessment for Learning

<http://artsassessmentforlearning.org/dance/>

Integration of 21st Century Standards NJSL 9:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label dance and classroom materials • Word walls 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the students is expected to do • Instructions may be printed out in large print and displayed for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections: ELA - NJSLS/ELA: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Social Studies: 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play). 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.			
Integration of Technology Standards NJSLS 8: 8.1.2.A.1: Identify the basic features of a digital device and explain its purpose. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue. 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources .			
Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.			

Englewood Public School District
K-2 Dance
Unit 2: History of the Arts and Culture, Performance, and Aesthetic Responses

Overview: Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity and promoting critical thinking. In addition, dance teaches learners to make independent decisions, build confidence in themselves, develop a positive self-image.

Time Frame: Approximately 20 Weeks

Enduring Understandings:

- Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.

Essential Questions: *Students will keep considering...*

- How is cultural expression represented in dance?
- How does societal value affect artistic choice?
- How are different body movements used to create or represent dance from different cultures?
- How are the values of culture represented in dance?
- What determines aesthetic quality?
- How can criticism improve artistic quality?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art,	Students will be able to: <ul style="list-style-type: none"> Recognize that every student has a cultural background and that dance is part of it. Analyze how dancers use movement to express artistic concerns such as human emotion, culture, gender. Compare and contrast 	<u>Kindergarten Activities</u> <ul style="list-style-type: none"> Students will perform and/or watch a dance to identify the theme being expressed. Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July, fireworks use 	<ul style="list-style-type: none"> Creative Dance Integration Lesson Plans Sample book list (choreographers) Glossary of Terms A Mini History of Dance: http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/ Teaching Dance History 	<ul style="list-style-type: none"> After improvisation dances, reflect and discuss how it felt to move. KWL Chart used to identify knowledge of cultural dance. Self-assessment: Give students the opportunity to

such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.4 Aesthetic Responses & Critique
Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and

dances from various cultures.

- Will compare how dance from diverse cultures and historical eras have common characteristics and themes.
- Understand that people danced differently in different historical periods (past and present).
- Create a dance based on a folk song or world culture.
- Learn about folk tales from an authentic culture.
- Construct criticism based on observable criteria.
- Recognize clues that explain the artist's intent.

explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework.

- [Angelina Ballerina - Friendship Theme](#))
- Engage students in folk dances, square dances, line dances, and creative storytelling by dancing on different levels based on a folk tale or world culture.

1st and 2nd Grade Activities

- Research, learn and perform simple traditional dances from various cultures ([Ten Dances Around the World](#) [20 Amazing Dances from Around the World](#)). Compare and contrast the elements of dance in each.
- Students will perform and/or watch a dance to

“White Paper”

<http://www.danceheritage.org/teachingdancehistory.pdf>

- History of Dance Part 1: <https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/>
- Responding to Dance <https://www.ket.org/education/resources/responding-to-dance/>

consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, as well as comparing one's work to the criteria on a rubric or checklist.

- Written or drawn work (using technology when appropriate)

historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

identify the theme being expressed. Critique the dance using the performance rubric.

- Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July fireworks use explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework.
- [Angelina Ballerina - Friendship Theme](#)
- 1. Select a famous choreographer. ([Sample book list](#))
2. Identify characteristics (gender, age, training, style) of the choreographer.
3. Select a work created by the choreographer and identify aesthetic qualities that make it exemplary.

- Sharing feelings, dreams, and wishes about dance and dancing
- Planning and documenting choreographic process (sketching or collecting ideas for a dance)
- Personal responses to performances
- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as
 - "I noticed ..."
 - "I like the way ... because ..."
 - "Have you thought of ...?"
 - "I would like to

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

- suggest ...”
- **Hand Signals:**
Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process
 - I understand_____, and can explain it (e.g., thumbs up).
 - I do not yet understand _____
(e.g., thumbs down).
 - I’m not completely sure about _____
(e.g., wave hand).

Performance Rubrics
[Dance Rubric 1](#)
[Dance Rubric 2](#)

21st Century Life and Careers

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff, so all student can full participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Speak and display terminology and movement• Teacher modeling• Peer modeling• Develop and post routines• Label dance and classroom materials• Word walls	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats, balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.• Work with a partner	<ul style="list-style-type: none">• Use visual demonstrations, illustrations, and models.• Give directions/instructions verbally and in simple written format.• Peer Support• Increase one on one time• Teachers may modify instructions by modeling what the students is expected to do.• Instructions may be printed out in large print and displayed for the student to	<ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction

	<ul style="list-style-type: none"> • Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time. 	<p>see during the time of the lesson.</p> <ul style="list-style-type: none"> • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Integration of Technology Standards NJSLS 8:

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.