

Englewood Public School District
3-5 Dance
Unit 1: Elements of Dance and Kinesthetic Movement

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 12 weeks

Enduring Understandings:

- Basic choreographed structures employ the elements of dance.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Music can be used as a choice and personal and group spatial relationships should be explored.

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

- Why did we make these movement and spatial choices?
- How do dancers make movement and spatial choices?
- What are the impacts of movement quality and speed?
- 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?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space and energy, and differentiate basic choreographic structures in various dance works.</p> <p>1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.</p> <p>1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.</p> <p>1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and</p>	<p>Students will:</p> <ul style="list-style-type: none"> Exhibit control in balance. Dance with weight shift, transition and flow. Distinguish symmetrical and asymmetrical shapes. Understand conditioning principles (balance, strength, flexibility, endurance, alignment). Understand the relationship of bodily skills to time, space and energy. Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping. 	<ul style="list-style-type: none"> Practice exercises and combinations that build strength, awareness, coordination and control. Explore structures such as Follow the Changing Leader, Echoing, Pass the Movement. Have the students create a warm up using balance, strength, endurance and flexibility. Listen to signals and respond to movement directions. Choreograph a short dance based on one body part. Include shapes, pathways, axial and locomotor steps. Teach a locomotor pattern that includes four of the basic locomotor steps. Have the students vary the pattern Create a web of small and large movements in dance, and the parts of the body they engage. 	<ul style="list-style-type: none"> https://www.elementsofdance.org/ Elements of Dance Video: https://www.youtube.com/watch?v=UGuD9Geeb2k Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 List of dance styles and descriptive words: http://www.dancesteps.com.au/styles/index.php Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html Glossary of Terms <p>Core Instructional/supplemental materials:</p> <ul style="list-style-type: none"> Teaching Dance: https://www.thepespecialist.com/dance2/ Locomotor Skills with Locomotion Dance: http://www.pecentral.org/lessonideas/ViewLesson.as 	<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. 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

coordination.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

- Have the students create an 8-count movement phrase that accents two of the beats. When completed, have them manipulate the phrase by varying the space, levels and directions.
 - Play a variety of songs and try to match the quality of the music to the quality of the movement.
- [p?ID=132910#.WsaJp2aZOgQ](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>
 - <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder>

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

- Sharing feelings, dreams, and wishes about dance and dancing

- <https://www.louisianabelieves.com/resources/library/k-12-arts-resources>
- <https://achieve.lausd.net/Page/6769>

- 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 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](#)

Assessment
Resources:

Arts Achieve

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

Arts Assessment for Learning

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

Alternative
Assessment:

- Written or Drawn Work (using technology when appropriate)
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

[Sample Rubric 1](#)
[Sample Rubric 2](#)

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
When providing direct instruction on dance concepts, utilize: <ul style="list-style-type: none">• Vocalization• Modeling• Gestures	<ul style="list-style-type: none">• Create a visual identifying the elements of dance.• Create a picture dictionary of dance terminology.• Provide alternative response choices to questions on the elements of dance.• Provide alternative movement choices to kinesthetic movement tasks.	<ul style="list-style-type: none">• Incorporate student choice in activities.• Use a graphic organizer to categorize elements of dance.• Repeat directions as needed.	<ul style="list-style-type: none">• Create and lead the class in a warm up using balance, strength and flexibility.• Compare and contrast small and large body movements and the parts of the body they engage.• Develop an 8-count or longer routine focusing on one body part. Teach routine to peers.

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:

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

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

Integration of Technology Standards NJSLS 8:

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Englewood Public School District
3-5 Dance
Unit 2: History of the Arts and Culture

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 12 weeks

Enduring Understandings:

- Basic choreographed structures employ the elements of dance.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Music can be used as a choice and personal and group spatial relationships should be explored.

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 has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?
- What are the origins and meanings of different dances throughout history?
- What are the cultural influences of certain dances?
- What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate?

- How are aspects of culture expressed through dance?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe who dances a dance, and where, when and why it is danced. • Examine the cultural origins of a variety of dance forms from around the world. • Identify clues about history and culture in dance movements, costuming and musical accompaniment. • Identify and research the significant contributions of a cultural social dance and its impact on today's social dances. • Explore themes, values, and beliefs that are reflected in a dance. • Observe commonalities and differences in group, circle and chain dances in content in relation to societal beliefs and values. • Create and share a group, circle or chain 	<ul style="list-style-type: none"> • Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation. • Learn a dance from one's heritage and teach it to the class, explaining when and by whom the dance is performed, and its cultural significance. • Learn elements of a dance style (e.g., Tap, Modern Dance) and examine its roots. • Research the originator of a technique. • Research a specific dancer/choreographer with a guided group using appropriate websites, in addition to creating a summary. • Watch a live performance or video of ritual or ceremonial dance. • Learn and perform an 	<ul style="list-style-type: none"> • Dance Texts: https://www.readworks.org/find-content#!q:Dance/g:t:0/f:0/pt:/features/ • Dance Artifacts: https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation • The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223 • Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml • PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets= • TED Talk: Why Do We Dance? • Navajo Bow and Arrow 	<ul style="list-style-type: none"> • Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. • Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric. • Analyze primary source documents on the history of certain dances and the cultures of origin. • Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research. • Use technology to create a presentation on the impact of dance on specific groups of people and historical events.

(e.g., personal, social, political, historical context).

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

dance influenced by the social practices of a specific culture demonstrating clear content and form.

- Perform group, circle, or chain dances from various world cultures.

authentic ceremonial or ritual dance (e.g. Ve David from Israel, Troika from Russia or Hasapikos from Greece).

- Create a simple ritual or ceremonial dance by studying a particular culture. Use the elements based on that culture to create the movement for the dance.

Dance

- [Dancing on the Freedom Trail](#)
- [Telling a Story Through Dance](#)
- [Glossary of Terms](#)

Core Instructional/supplemental materials:

- Teaching Dance: <https://www.thepespecialist.com/dance2/>
- 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:

- Formative and Summative: Assessments will be used for each activity outlined for each lesson.

- 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

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

- <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder>
- <https://www.louisianabelieves.com/resources/library/k-12-arts-resources>
- <https://achieve.lausd.net/Page/6769>

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

- 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 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](#)

Assessment
Resources:

Arts Achieve

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

Arts Assessment for Learning

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

Alternative
Assessment:

- Written or Drawn Work (using technology when appropriate)

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.

9.1.4.E.1: Determine factors that influence consumer decisions related to money

9.1.8.E.4: Prioritize personal wants and needs when making purchases

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"> • Use sentence/paragraph frames to assist with writing reports. • Create a word wall with cultural dance names/vocabulary. • Work with a partner to develop written reports and journal entries. • Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Create a word wall with cultural dance names/vocabulary. • Utilize graphic responses in journals. • Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> • Invite parents/guardians to participate in sharing cultural themes and dances. • Provide an outline for journal entries and study guides. • Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> • Create an original dance based on the cultural themes and dance elements of a particular style. • Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer from specific time period or culture. • Write detailed reflections to live and/or video performances

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 word

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task.

Social Studies:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

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.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Standards:

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Englewood Public School District
3-5 Dance
Unit 3: Choreography and Performance

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 12 weeks

Enduring Understandings:

- Basic choreographed structures employ the elements of dance.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Music can be used as a choice and personal and group spatial relationships should be explored.

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 has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?
- What are the origins and meanings of different dances throughout history?
- What are the cultural influences of certain dances?
- What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate?
- How are aspects of culture expressed through dance?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.</p> <p>1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.</p> <p>1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.</p> <p>1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.</p> <p>1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups • Create a short dance with peers incorporating several movement phrases with a beginning, middle and end • Understand choreographic devices (repetition) and structures (theme and variation) 	<ul style="list-style-type: none"> • Improvise collaboratively on a theme. • Create a dance with peers, using group formations, a variety of locomotor and non-locomotor movements, expressive dynamics and changing spatial paths. • Dance with responsiveness to rhythm, tempo and mood of music. • Work in silence or in relation to text. • Create a set of agreed-upon criteria for evaluating dance with teacher and peers. • Improvise non-metric and breath rhythms alone, with a partner and with a group. Add voice, sound, percussion or music. • Compare and contrast works by choreographers • Improvise movements of the joints in the body. Then create a dance with a partner that is focused on joint 	<ul style="list-style-type: none"> • Teaching Rhythm in Dance: Ideas and Exercises: https://www.tututix.com/teaching-rhythm-dance/ • Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 • Heartbeat Dances: https://www.youtube.com/watch?v=x5oq4ErAmW0 • The Skeleton Dance: https://www.youtube.com/watch?v=Jpvuqj5nv6U • Contemporary Dancing for Beginners: https://www.youtube.com/watch?v=KstgOWbM6vk • Hip Hop Dance Moves for Kids: https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/ • Indian Folk Dance: http://www.youtube.com/watch?v=-knKCPnRpR0 	<ul style="list-style-type: none"> • Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. <p>Sample Rubric 1 Sample Rubric 2</p> <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.

alignment, balance, initiation of movement, and direction of focus.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

action. Perform and analyze the dance.

- Create an individual 8 count locomotor and axial movement phrase. Teach the phrase to a partner. Join with another group to combine four movement phrases to create a 32 count phrase. Perform and reflect.

- Latin Folk Dance:
<http://www.youtube.com/watch?v=qihYdSsLhXo>
- Russian Folk Dance:
<http://www.youtube.com/watch?v=niY0GZpQQSI>
- [Glossary of Terms](#)

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

- 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 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](#)

Assessment Resources:

Arts Achieve

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

Arts Assessment for Learning

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

Alternative Assessment:

- Written or Drawn Work (using technology when appropriate)

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 <ul style="list-style-type: none">• Display labeled images of dance movements.• Use body movement to respond to theme / emotion in sound• Restate dance steps aloud before performance.	Special Education <ul style="list-style-type: none">• Choose rhythm, tempo, or theme to focus on when dancing to a particular piece.• Create a 4-count movement phrase to share with peers.• Add a simple vocal or percussion phrase to music.• Work with a peer to develop a short choreography routine.	At-Risk <ul style="list-style-type: none">• Invite parents/ guardians to view and /or participate in a dance performance.• Break choreography into smaller pieces.• Conference with teacher during the dance planning process.	Gifted and Talented <ul style="list-style-type: none">• Compare and contrast choreography from two or more dance styles and present findings to peers.• Develop longer movement phrases individually and in collaboration with peers.• Create a movement pattern to respond to a spoken text with emphasis on symbolism and theme.
--	---	---	---

Interdisciplinary Connections:

ELA - NJSL/ELA:

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

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

Social Studies:

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

NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

Integration of Technology Standards NJSL 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.