

Englewood Public School District
9-12 Dance
Unit 1: Elements of Dance and Kinesthetic Movement

Overview: In this unit, students will begin to develop vocabulary related to various styles of movement and begin their study of dance posture and alignment, spatial awareness and movement pathways and shapes. Students will also maintain ongoing paper or digital dance portfolios throughout the unit.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- Basic dance technique can be found in all genres of dance.
- A dancer's skill includes execution, rhythm, tempo, technique, and body control.
- Dance is a form of communication.
- Choreography is the creation of movement most often set to music.
- Tempo and rhythm are essential components of choreography.

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

- How do we execute proper dance technique?
- How do I develop an understanding of the proper use of their instrument in creating art?
- How do I utilize, identify and develop the different possibilities of movement and imagery with my body?
- How do I blend the breaks/changes between movements?
- What is the characteristic tone for my dance?
- How do I manipulate my instrument in order to develop that tone?
- How do I develop an understanding of the proper maintenance of the "healthy body"?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy body?
- How do the elements of dance influence dance creation?
- How do the elements of dance effect dance performance?
- How do we observe and speak about the elements of dance?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.12.A.1 Articulate understanding of choreographic structures or forms (e.g., palindrome,	Students will: <ul style="list-style-type: none"> Develop a vocabulary of words and symbols for 	<ul style="list-style-type: none"> Integrate codified movement vocabulary from a variety of dance genres using the 	<ul style="list-style-type: none"> Dance Sense: https://www.ket.org/education/resources/dance-sense/ 	<ul style="list-style-type: none"> Quarterly Assessment: Performance-Based

theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.

1.1.12.A.2 Categorize the elements, principles, and choreographic structures of dance masterworks.

1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

Dance in various styles of movement.

- Apply correct dance posture/alignment to movement.
- Implement spatial awareness when performing a phrase of movement.
- Execute a variety of movement pathways and shapes.

American Ballet Theater National Training Curriculum ten principles of dance.

- Observe group improvisations and discuss how dance elements are used in combination or isolation.
- Improvise using text and/or sounds while moving.
- Analyze the effects of repetition and variation.
- Evaluate the effects of open-ended structures (e.g., chance) and closed structures (e.g., palindrome).
- Deconstruct a dance, webbing movement, musical and design elements to analyze their combined effects.
- Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc.
- Construct a dance warm-up, demonstrating safe and

- Dance Warm Ups: <https://dance.lovetoknow.com/dance-warm-ups>

- Dance Warm Ups: <http://users.rowan.edu/~conet/rhythms/warm-up-social-cultural-creative-dances.html>

- Video - Repetition and Retrograde: <https://www.youtube.com/watch?v=q90cM7fqpvY>

- <http://artsedge.kennedy-center.org/educators.aspx>

- [Glossary of Terms](#)

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”

Alternative Assessments:

- Analyzing primary source documents on the history of dance 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.

sound physical principles.

• [Sample Rubric 1](#)

Integration of 21st Century Standards NJSL 9:

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Accommodations and Modifications:

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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.

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

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. The following can be utilized: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene.

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 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. In addition, the following can be utilized:

- Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Independent study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- Advanced Thinking Processes: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Guest Speakers/ Dance Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.
- Mentors/ Internships: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- Alternate Resources: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- Exchange Programs: Students attend schools in a different community or country to enrich educational experiences.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<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. • Assign a native language partner. 	<ul style="list-style-type: none"> • Provide adequate space for movement • Provide alternative movements/ oral response choices. • Utilize graphic responses to dance reflections / evaluations. 	<ul style="list-style-type: none"> • Incorporate student choice • Invite parents, neighbors, friends, the school principal and other community members to attend class performances. • Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> • Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination. • Create a detailed report on observations of other students and professional dancers. • Deconstruct a longer dance performance that includes multiple themes and movements.

Interdisciplinary Connections:

ELA

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.

Comprehensive Health and Physical Education

2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

Integration of Technology Standards NJSL 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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.

Englewood Public School District
9-12 Dance
Unit 2: History of the Arts and Culture

Overview: In this unit, students will study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, influence, and interrelationships. Students will continue to maintain an ongoing paper or electronic dance portfolio.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- Develop an appreciation for the range of dance in various cultures and historical periods
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts

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

- How have dancers today been influenced by dancers of the past?
- How will students develop an appreciation and understanding of the importance of the arts within culture?
- How do the arts represent the culture, time period that it comes from?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the art that they produce?
- How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical era.	Students will: <ul style="list-style-type: none"> • Explore and distinguish the origins and history of Ballet, Modern, Jazz, Hip Hop, Improvisation, and various Ethnic Dance forms. • Actively participate in Dance activities representing various historical periods and world cultures. • Reflect an understanding of dance history and 	<ul style="list-style-type: none"> • Research, write about and perform dances of celebration from two continents. • Research an aesthetic movement in dance such as: German Expressionism and Mary Wigman, or Postmodernism and the Judson Dance Theater. • Create a “family tree” of dance 	<ul style="list-style-type: none"> • https://danceinteractiv.e.jacobspillow.org/ • http://artsedge.kennedy-center.org/educators.aspx • Dance Timeline: http://www.danceconsortium.com/features/dance-resources/dance-timeline/ 	<ul style="list-style-type: none"> • Quarterly Assessment • Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”

<p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>	<p>cultural context in dance study, creation, performance and critical response.</p>	<p>forms, tracking influences and interrelationships.</p> <ul style="list-style-type: none"> • Write a critique on dance masterworks by comparing and contrasting two different genres that are from the same time period. • Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information. 	<ul style="list-style-type: none"> • World Cultural Dance: http://www.fitforafeast.com/dance_cultural.htm • Video - Evolution of Dance: https://www.youtube.com/watch?v=uqHt2VeYJN4 • Glossary of Terms 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Analyzing primary source documents on the history of dance 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. <p style="text-align: right;">Sample Rubric 1</p>
---	--	--	---	---

Integration of 21st Century Standards NJSLS 9:

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Accommodations and Modifications:

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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.

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

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. The following can be utilized: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene.

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 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. In addition, the following can be utilized:

- **Alternate Learning Activities/Units:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- **Independent study:** Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- **Advanced Thinking Processes:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- **Guest Speakers/ Dance Studios:** University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.
- **Mentors/ Internships:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.

- Alternate Resources: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- Exchange Programs: Students attend schools in a different community or country to enrich educational experiences.

English Language Learners <ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Assign a native language partner. • Provide extended time for written responses and reports. • Create a world wall with cultural dance names/vocabulary. 	Special Education <ul style="list-style-type: none"> • Provide extended time for written responses and reports. • Create a world wall with cultural dance names/vocabulary. • Leveled texts for analyzing primary and secondary sources 	At-Risk <ul style="list-style-type: none"> • Provide an outline for journal entries and research tasks. • Provide extended time for written responses and reports. • Encourage student choice of topics / genres. 	Gifted and Talented <ul style="list-style-type: none"> • Create an original dance based on the cultural themes and dance elements from related historical dance movements. • Compare and contrast historical/ cultural dances from different time periods and geographic regions. • Become an expert on one dance style and teach the history, influence, and performance of this style to peers.
--	---	---	---

Interdisciplinary Connections:

ELA

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, purpose, and audience.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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.

Englewood Public School District
9-12 Dance
Unit 3: Influence of Dance

Overview: In this unit, students will begin to explore the interaction of artists and communal resources as well as study weight placement, partnering techniques, extended sequences, and cultural, religious, and mythical archetypes in dance. Students will continue to maintain an ongoing paper or electronic dance portfolio.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- Choreographers and dancers analyze and evaluate their work to improve the quality.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

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

- How are forms of dance influenced by time, place, and people?
- How do students develop an understanding on the aesthetic meaning, focus, and literary tone of their repertoire?
- How can music and movement evoke emotion?
- How does the music affect the performance of the dance?
- What makes for a good performance?
- How can we improve upon the last performance?
- How did your partner reveal her personal uniqueness in that phrase?
- What images came alive for you as you watched your partner perform?
- When did you experience your own kinesthetic response to your partner's dancing?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.12.A.3 Analyze issues of gender, ethnicity, socioeconomic status, politics, age, and physical conditioning in relation to dance performances.	Students will: <ul style="list-style-type: none"> Explore and experience the interaction of artists and community cultural resources through performances in and out of school. 	<ul style="list-style-type: none"> Attend performances by a range of large and small contemporary dance companies working in different styles and genres, and report to the class. 	<ul style="list-style-type: none"> Bergen PAC: https://www.bergenpac.org/ Dance Spirit: https://www.dancespirit.com/ 	<ul style="list-style-type: none"> Quarterly Assessment Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas,

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Demonstrate understanding of weight placement and support specific to a dance form. • Demonstrate proficiency in a variety of partnering techniques. • Execute extended sequences in a variety of dance forms with dependable accuracy. • Examine the effect of specific cultural, religious, mythical or archetypal references in dance. | <ul style="list-style-type: none"> • Analyze the influences that have affected students' personal dance styles. • Analyze the differences between dance created as theater art and dance created as a participatory experience within a community. • Identify whether a dance form is theatrical, ritual, social or a combination of these, and describe its function. • Observe a partner/dancer perform and evaluate their intent. • Navigate a wide range of dance websites for dance news, and research independently. • Conduct a research project on an influential person in the world of dance such as Katherine Dunham, Pearl Primus, Jean-Léon Destiné, Lavinia Williams, Alvin Ailey and others. | <ul style="list-style-type: none"> • Social Dances: http://users.rowan.edu/~conet/rhythms/SocialDances/social-dance-resources-6-12.html • Influential Dancers: https://www.dancemagazine.com/the-most-influential-people-in-dance-today-2440965004.html • Community Dance: https://www.communitydance.org.uk/DB/animated-editions/spring-2018 • NY Times Dance: https://www.nytimes.com/section/arts/dance • Glossary of Terms |
|--|---|--|
- notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”
- Alternative Assessments:**
- Analyzing primary source documents on the history of dance 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.
- [Sample Rubric 1](#)

Integration of 21st Century Standards NJSL 9:

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Accommodations and Modifications:

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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.

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

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. The following can be utilized: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene.

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 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. In addition, the following can be utilized:

- Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the

boredom of repeating instruction or unnecessary practice in skills already mastered.

- Independent study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- Advanced Thinking Processes: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Guest Speakers/ Dance Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.
- Mentors/ Internships: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- Alternate Resources: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- Exchange Programs: Students attend schools in a different community or country to enrich educational experiences.

English Language Learners <ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Provide extended time for written responses and reports. • Assign a native language partner. 	Special Education <ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Provide extended time for written responses and reports. • Leveled texts for analyzing primary and secondary sources 	At-Risk <ul style="list-style-type: none"> • Use a graphic organizer to categorize movements • Provide an outline for journal entries and research tasks. • Provide extended time for written responses and reports. 	Gifted and Talented <ul style="list-style-type: none"> • Compare and contrast two influential dancers and the impact they have on the world of dance • Create an annotated bibliography of dance websites and news resources that reflect current social themes in dance. • Interview a professional dancer about their personal influences and reflect upon how this affects their performance style.
---	---	--	--

Interdisciplinary Connections:

ELA

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.

Integration of Technology Standards NJSLS 8:

8.1.12.E.1 Produce a position statement about a realworld problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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.

Englewood Public School District
9-12 Dance
Unit 4: Choreography and Performance

Overview: In this unit, students will present a detailed proposal for a dance and will demonstrate appropriate performance choices through practices of reflection, rehearsal, evaluation, and revision. Students will complete an ongoing paper or electronic dance portfolio.

Time Frame: Approximately 10 Weeks

Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Choreographers and dancers analyze, evaluate, and document their work to improve the quality.
- Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

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

- How do we provide appropriate feedback about dance performance?
- What is your creative process?
- Why is it important to have structure when crafting your work?
- How do students learn how to perform by themselves as well as with others?
- How does my individual participation benefit and effect the whole ensemble?
- What can I do personally to improve my own performance as an individual and as part of an ensemble?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions. 1.3.12.A.2 Create theme-based solo and ensemble dances that have unity of	Students will: <ul style="list-style-type: none"> • Self-evaluate to improve performance. • Make appropriate performance choices to support choreographic intent. 	<ul style="list-style-type: none"> • Use interactive distance learning technology to share and create work. • Create a solo reflecting a distinct personal statement; perform it or set it on another student. • Present a clear and detailed proposal for a dance. 	<ul style="list-style-type: none"> • http://americandanceguild.org/ • NY Times Dance: https://www.nytimes.com/section/arts/dance • https://www.dance.com/ • Note Tracks: https://itunes.apple.co 	<ul style="list-style-type: none"> • Quarterly Assessment: • Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers,

form and content, conceptual coherence, and aesthetic unity.

1.3.12.A.3 Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.

- Compare the process used in choreography to that of other creative academic or scientific procedures.
- Rehearse, document, evaluate and revise choreography
- Create a dance with a beginning, development, elaboration, resolution and ending.
- Perform student works, teacher-created works, and works by guest artists.
- Create a group work for peers based on an abstract concept such as Time.
- Create a class-generated evaluation tool based on principles of dance.
- Show and discuss dance studies-in-progress, using a standard or class-generated critical protocol.
- Meet after performance to hear performance “notes” from the teacher and other students.

m/us/app/notetracks-collaborative-platform/id869456352?mt=8

- [Glossary of Terms](#)

dance resources and performance “notes.”

Alternative Assessments:

- Analyzing primary source documents on the history of dance 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.
- [Sample Rubric 1](#)

- Read articles and reviews of dance to broaden understanding of criteria used for dance evaluation.
- Transfer dance ideas from digital sources to performance.
- Evaluate the impact of sharing dance performances online.

Integration of 21st Century Standards NJSL 9:

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Accommodations and Modifications:

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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.

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

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. The following can be utilized: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene.

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 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. In addition, the following can be utilized:

- Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Independent study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- Advanced Thinking Processes: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Guest Speakers/ Dance Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.
- Mentors/ Internships: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- Alternate Resources: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- Exchange Programs: Students attend schools in a different community or country to enrich educational experiences.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Assign a native language partner. • Provide an outline for documenting choreography. • Use a framework for dance observation notes. 	<ul style="list-style-type: none"> • Provide adequate space for movement. • Work with a peer to develop a shorter choreography routine. • Utilize graphic responses to dance reflections / evaluations. 	<ul style="list-style-type: none"> • Invite parents, neighbors, friends, the school principal and other community members to attend class performances. • Break choreography into smaller pieces. • Conference with teacher during the dance planning process. • Use a framework for dance observation notes. 	<ul style="list-style-type: none"> • Develop longer movement phrases individually and in collaboration with peers. • Write a report on how technology has impacted the production and presentation of dances. • Create a solo narrative piece that incorporate a wide variety of choreographic techniques and use video technology to self-reflect / evaluate the performance.

<p>Interdisciplinary Connections:</p> <p>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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p>			
<p>Integration of Technology Standards NJSLS 8:</p> <p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>			
<p>Career Ready Practices:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			