

Dance

Grades K-2

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TITLE

Course Description:

As an art, dance is a way of expression and communication. At every level students will learn how to dance with joy, passion, and a respect for the steps and the technique. Students in grades K-2 will explore the diversity of the dance world through learning various dance styles, techniques, and genres while focusing on the following; movement sequences both improvised and choreographed, using props or artwork to convey meaning, and conditioning one's body and mind to achieve appropriate kinesthetic principles aligned with dance.

Course Sequence:

Line Dance
Hip-Hop Dance
Improvised Dance
Cultural Dance

Pre-requisite:

None

Content Area: Dance	
Unit Title: Line Dance	
Grade Level: K-2	
Core Ideas: Students will learn a variety of dance steps that they will use in a specific sequence to perform various line dances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. •
1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
1.1.2.Pr5e	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
1.1.2.Pr6b	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
1.1.2.Re7a	Demonstrate movements in a dance that develop patterns.
1.1.2.Re9a	Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Interdisciplinary Connection	
6.1.2.CivicsD P	Explain how national symbols reflect on American values and principles.
Unit Essential Question(s): <ul style="list-style-type: none"> - What emotions are common in historic dances? - Where can we see emotion in dance? - How can we see parts of dance within a sequence? - How can we use what we know to assess works of art? - How can the elements of dance be used to express content, emotions, and personal expression? 	Unit Enduring Understandings: <ul style="list-style-type: none"> - Success in dance can be achieved by combining proper movement patterns with appropriate rhythm. - Success in dance can be achieved when emotion can be recognized and demonstrated within a dance. - Success in dance can be achieved when improvisation in movements are achieved.

Formative Assessments: Teacher observation, student feedback.				
Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators.				
Alternative Assessments:				
Resources/Materials: <ul style="list-style-type: none"> • Teaching Dance https://www.thepecialist.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 http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ 			Key Vocabulary: Grapevine, Shuffle, Gallop, Hop, Slide, skip, Line dance, Sequence,	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Introduction to line dance	Students will demonstrate the ability to: Identify dance as a combination of rhythm and proper movement. Identify line dance as a common form of dance.	Introduce line dancing as a common form of dancing Teach and perform various line dances i.e. The Cupid Shuffle, The Cha Cha Slide.	1	
Line Dance	Students will demonstrate the ability to: Listen to signals and respond to movement directions. Explore stopping and going, tempos of fast and slow, and simple rhythms. Work cooperatively with their class to perform various line dances.	Review previous dances Introduce new dances for students to perform. Dances may include The Cotton Eyed Joe The Electric Slide 5,6,7,8	2	
Teacher Notes:				
Additional Resources:				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP Allow errors Rephrase questions and explanations	Refer to student's ELL plan Assign a buddy Allow errors in speaking	Consult with G and T teacher Provide extension activities	Consult I&RS Provide extended time Follow I&RS action plan	Refer to 504 plan Allow errors Rephrase questions and explanations

<p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>	<p>Rephrase questions and directions</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p>	<p>Allow students to work as peer leaders</p>	<p>Consult with classroom teacher on specific behavior plans</p>	<p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>
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Content Area: Dance	
Unit Title: Hip Hop Dance- The Art & The History Of Hip Hop	
Grade Level: K-2	
Core Ideas: Students will learn a variety of dance steps that they will use to perform various hip-hop dances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer
1.1.2.Pr5b	Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
1.1.2.Pr5d	Explore a variety of body positions requiring a range of strength, flexibility and core support.
1.1.2.Re7b	Observe and describe performed dance movements from a specific genre or culture.
1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
N.J.S.A 18A52: 16A-88	Pearl Thomas a dancer, choreographer, director and activist brought attention to traditional African tribal dances to the United States.
Interdisciplinary Connection	
6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Unit Essential Question(s): <ul style="list-style-type: none"> - What emotions are common in historic dances? - Where can we see emotion in dance? - How can we see parts of dance within a sequence? - How can we use what we know to assess works of art? - 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? 	Unit Enduring Understandings: <ul style="list-style-type: none"> - Success in dance can be achieved by combining proper movement patterns with appropriate rhythm. - Success in dance can be achieved by learning separate parts, and combining them to make a whole. - Success in dance can be achieved by improvising within a choreographed set of dance steps

Formative Assessments: Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.

Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators.

Alternative Assessments: Collaborative work, individual assessment after school, project/research paper

Resources/Materials:

[Elements of Dance | KOED Arts](#)

[Dancemaker on the App Store](#)

[Dance Styles, Dance Genres & Countries](#)

[Camille A. Brown: A visual history of social dance in 25 moves | TED Talk](#)

Key Vocabulary:

[Glossary of Terms](#)

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to Hip hop dance	Students will demonstrate the ability to - - Identify dance as a combination of rhythm and proper movement. - Identify hip-hop dance as a common form of dance.	Use guided dance videos to introduce hip hop dance. Identify common movements and tempos during hip hop dance sequences.	1
Hip hop dance and hip hop dance history	Students will demonstrate the ability to - - Listen to signals and respond to movement directions. - Explore stopping and going, tempos of fast and slow, and simple rhythms. - Work cooperatively with their class to perform various Hip-hop dances.	Teach various hip hop dances. Discuss the history of hip hop dance, and figures that had significant influences on it. Allow students to work cooperatively to choreograph their own dance.	2

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP	Refer to student's ELL plan	Consult with G and T teacher	Consult I&RS	Refer to 504 plan
Allow errors	Assign a buddy	Provide extension activities	Provide extended time	Allow errors
Rephrase questions and explanations	Allow errors in speaking	Allow students to work as peer leaders	Follow I&RS action plan	Rephrase questions and explanations

<p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>	<p>Rephrase questions and directions</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p>		<p>Consult with classroom teacher on specific behavior plans</p>	<p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>
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Content Area: Dance	
Unit Title: Improvised Dance	
Grade Level: K-2	
Core Ideas: In this unit students will use various dance steps to create improvised dances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
1.1.2.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
1.1.2.Pr5c	Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
1.1.2.Pr6a	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill
1.1.2.Pr6c:	Dance for and with others in a designated space identifying a distinct area for audience and performers.
1.1.2.Pr6d	Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.
1.1.2.Cn10a:	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
N.J.S.A 18A:35-28	Rachel Linsky keeps Holocaust stories alive through dance
Interdisciplinary Connection	
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> - How does a theme get created within a dance? - Why is personal space important in dance? - How can using levels elevate a dance? - How can improvisation of movement communicate content emotions and personal expression? - What role does nature play in the movements we make while dancing? 	<ul style="list-style-type: none"> - Success in dance can be achieved by combining improvised dance steps and with appropriate pace and rhythm - Success in dance can be achieved using different levels within personal space to communicate emotion and personal expression

Formative Assessments:
 Teacher observation, student feedback.

Summative/Benchmark Assessment(s):
 Culminating dance that will check for performance indicators

Alternative Assessments:

<p>Resources/Materials: Elements of Dance Video: ▶ Elements of Dance KQED Arts</p> <p>Dancemaker on the App Store</p> <p>Dance Styles, Dance Genres & Countries</p> <p>Camille A. Brown: A visual history of social dance in 25 moves TED Talk</p>	<p>Key Vocabulary: Glossary of Terms</p>
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Improvised Dance	Students will demonstrate the ability to identify dance as a combination of rhythm and proper movement. - Define improvised dance.	Work with groups to practice various dance steps. Play freeze dance	1 Day

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP Allow errors Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.	Refer to student's ELL plan Assign a buddy Allow errors in speaking Rephrase questions and directions Allow extended time to answer questions Accept participation at any level	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan Consult with classroom teacher on specific behavior plans	Refer to 504 plan Allow errors Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.

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Content Area: Dance	
Unit Title: Cultural Dance	
Grade Level: K-2	
Core Ideas: In this unit students will be exposed to and perform various dances/styles that are popular in different cultures.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally
1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance
1.1.2.Re7b	Observe and describe performed dance movements from a specific genre or culture.
1.1.2.Cn11a	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
1.1.2.Cr3b	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
N.J.S.A 18A 35-4.35	Alice Sheppard, is a dancer and choreographer uses her wheelchair and crutches as extensions of her body. A lot of Alice's work revolves intersectionality; her being a disabled, queer person of color.
Interdisciplinary Connection	
6.1.2.CivicsP D.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Unit Essential Question(s): <ul style="list-style-type: none"> - In what ways can culture influence dance? - What are the similarities and differences between dance styles from different cultures? 	Unit Enduring Understandings: <ul style="list-style-type: none"> - All cultures and backgrounds share dance in common. Although the styles and music may vary. - Cultural dance styles are past down from previous generations, how ever they do often evolve.

Formative Assessments: Teacher observation, student feedback.				
Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators				
Alternative Assessments:				
Resources/Materials: Dance Styles, Dance Genres & Countries			Key Vocabulary: Glossary of Terms	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Cultural Dance	Students will demonstrate the ability to learn and perform dances from other countries and cultures.	Teach students dances from foreign countries and cultures (i.e. Indian, African, Native American, Hawaiian...) Challenge students to research cultural dances.	2 Days	
Teacher Notes:				
Additional Resources:				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP Allow errors Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.	Refer to student's ELL plan Assign a buddy Allow errors in speaking Rephrase questions and directions Allow extended time to answer questions Accept participation at any level	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan Consult with classroom teacher on specific behavior plans	Refer to 504 plan Allow errors Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.