

Dance

Grades 6-8

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

August 23, 2022

Born on **Date June 2019**

Revised NJSLS **Date January 7, 2020**

Revised NJSLS **Date August 22, 2022**

Middle School Dance Curriculum Overview

Course Description: Middle School Dance is taught in three units as a quarter class. The dance curriculum looks at different elements in dance and how movement or types of movement affect how a dance looks and feels. Students will also look at different styles of dance and how different cultures use dance to express feelings and emotion. Lastly students will work on choreography and how to subjectively critique others pieces.

Course Sequence:

Unit 1: Elements of Dance and Kinesthetic Movement: 3 weeks

Unit 2: History of Arts and Culture: 3 weeks

Unit 3: Choreography and Performance: 3 weeks

Pre-requisite: None

Unit 1 - Overview**Content Area:** Dance**Unit Title:** Elements of Dance and Kinesthetic Movement**Grade Level:** 6, 7 & 8**Core Ideas:** In this unit students will look at different elements of dance. They will also look at how specific movements or type of movements can affect a dance or style of dance.**Unit 1 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

1.1.8.Cr1	<p>a. Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p> <p>b. Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p>
1.1.8.Cr2	<p>a. Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</p>
1.1.8.Cr3	<p>b. Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.</p>
1.1.8.Pr4	<p>a. Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</p> <p>b. Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</p> <p>c. Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.</p>
1.1.8.Pr5	<p>a. Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.</p> <p>b. Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.</p> <p>c. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.</p> <p>d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p> <p>e. Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>
1.1.8.Pr6	<p>a. Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p> <p>b. Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.</p> <p>c. Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.</p>
1.1.8.Re7	<p>a. Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.</p> <p>b. Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>
1.1.8.Re8	<p>a. Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.</p>

1.1.8.Re9	a. Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	
1.1.8.Re11	a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.	
Career Readiness, Life Literacies, and Key Skills		
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.	
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas	
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products	
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect	
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose	
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	
Computer Science and Design Thinking		
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.	
8.2.8.ITH.2	Compare how technologies have influenced society over time.	
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)		
Different genres of dance will be looked at and incorporated into study and choreography. These genres can include dances that have originated in Europe, South Africa, South America, etc.		
Students will study different choreographers including but not limited to Bob Fosse, Marcelo Gomes, Jin Xing, Bruno Tonioli, Robert Joffrey, Martha Graham, and Twyla Tharp		
Interdisciplinary Connection		
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, quantitative, and orally	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners? • In what ways do my muscles need to work to accomplish specific movements? • How does social dancing affect my aerobic condition? Physical strength? 		<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Understand the relationship and roles between partners • Understand what muscles are needed and what they do in specific movements • How does social dancing affect my physical strength and condition.
Evidence of Learning		
<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Teacher observations - Discussions - Do Now - Listening activities - Questioning - Entry tickets - Exit tickets - Homework 		

<ul style="list-style-type: none"> - Quizzes <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> - Dance portfolio (paper or digital) - Tests - Projects - Performances - Quizzes - Writing assignments <p>Alternative Assessments:</p> <ul style="list-style-type: none"> - Performances - Projects - On-line tests / assignments

<p>Resources/Materials:</p> <ul style="list-style-type: none"> - Choreographic Structure: http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp - Book: Dance Composition Basics - Capturing the Choreographer's Craft by Pamela Sofras - Application: 8 counts - https://itunes.apple.com/us/app/8counts/id379903606?mt=8 - Video: Bring in da Noise, Bring in da Funk: https://www.youtube.com/watch?v=Dp_bM_C-BT0 - Video: 42nd Street: https://www.youtube.com/watch?v=R8Q7vcnU9nc - ArtsAlive Website: http://artsalive.ca/en/ - Great performances PBS: http://www.pbs.org/wnet/gperf/ - Dance Styles: http://justdanceballroom.com/styles.asp - Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html 	<p>Key Vocabulary:</p> <p>Abstraction, Accumulation, Alignment, Arch, Beat, Body placement, Canon, Choreographer, Clarity of line, Contraction, Correct alignment, Counterpoint, Dance steps, Dynamic (s), Flow, Form, Gesture, Grounded, Happening, High level, Improvisation, Inversion, Jete, Legato, Levels, Lighting Lunge, Minimization, Mirroring, Movement image, Musicality, Pas de bourree, Pas de chat, Percussive, Phrase, Piece, Pirouette, Postmodern Dance, Quality of movement, Release, Retire, Retrograde, Rhythm, Score, Shape, Space, Stance, Technical Skills, Technique, Tempo, Tilt, Time, Triplet, Turnout, Unison, Variation, Weight</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Movement	<ul style="list-style-type: none"> • Recognize the choreographic structures of contrast and transition and the process of reordering or of chance in dance masterworks 	<ul style="list-style-type: none"> • Manipulate movement phrases with devices such as repetition, inversion, retrograde. • Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. • 	This unit will take approximately three weeks to complete.
Structures	<ul style="list-style-type: none"> • Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.) 	<ul style="list-style-type: none"> • Explore structures such as Call and Response, Flocking. 	
Locomotor and Axial Sequence	<ul style="list-style-type: none"> • Create and demonstrate a solo or group dance composition which blends variety in body patterns, 	<ul style="list-style-type: none"> • Analyze how varying the use of force affects the way a 	

	<p>range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.</p>	<p>movement feels, is perceived, and is interpreted.</p> <ul style="list-style-type: none"> • Teach a complex locomotor and axial sequence. Have the students alter the sequence’s breath and metric rhythms, spatial directions, shaping of the body and energy qualities. • Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections. 	
Execute Movement	<ul style="list-style-type: none"> • Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works. • Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides. 	<ul style="list-style-type: none"> • Execute movement sequences in a variety of dance forms with accuracy. • Make spontaneous choices in a dance partnering with sensitivity to the partner. • Explain the technical demands of a style. 	
Dance Studies	<ul style="list-style-type: none"> • Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., <i>Bring in da Noise, Bring in da Funk</i> versus <i>42nd Street</i>). • Verbally differentiate the purposes between utilitarian and non-utilitarian dance works. <i>Interdisciplinary Standard: SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.)</i> 	<ul style="list-style-type: none"> • Learn vocabulary related to descriptive and technical dance terms. • Create a document to highlight dances studied. 	

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the 7th grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications • Assign a buddy, same language or English speaking
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Unit 2 - Overview

Content Area: Dance

Unit Title: History of Arts and Culture

Grade Level: 6, 7 & 8

Core Ideas: In this unit students will look at how dance is different between styles and cultures. Students will look at how culture and music greatly affect dance. Students will also look at how dance has changed and evolved through generations.

Unit 2 - Standards

Standards (Content and Technology):

CPI#:	Statement:
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Performance Expectations (NJSL)

1.1.8.Cr1	<ul style="list-style-type: none"> a. Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. b. Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
1.1.8.Cr2	<ul style="list-style-type: none"> a. Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. b. Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
1.1.8.Cr3	<ul style="list-style-type: none"> a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. b. Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.
1.1.8.Pr4	<ul style="list-style-type: none"> a. Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. b. Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. c. Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.1.8.Pr5	<ul style="list-style-type: none"> a. Examine how healthful strategies (e.g., nutrition, injury prevention emotional health and overall functioning) and safe body-use practices are essential for the dancer. b. Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. c. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space.

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	<p>d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p> <p>e. Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>
1.1.8.Pr6	<p>a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p> <p>b. Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.</p> <p>c. Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer, apply corrections, and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.</p>
1.1.8.Re7	<p>a. Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>
1.1.8.Re.8	<p>a. Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.</p>
1.1.8.Re9	<p>a. Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>
1.1.8.Cn10	<p>a. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.</p> <p>b. Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</p>
1.1.8.Cn11	<p>a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.</p>
Career Readiness, Life Literacies, and Key Skills	
9.1.8.CR.2	<p>Compare various ways to give back through strengths, passions, goals, and other personal factors.</p>
9.2.8.CAP.5	<p>Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>
9.2.8.CAP.10	<p>Evaluate how careers have evolved regionally, nationally, and globally.</p>
9.2.8.CAP.12	<p>Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential</p>
9.4.8.CI.3	<p>Examine challenges that may exist in the adoption of new ideas</p>
9.4.8.DC.2	<p>Provide appropriate citation and attribution elements when creating media products</p>
9.4.8.DC.7	<p>Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</p>
9.4.8.GCA.1	<p>Model how to navigate cultural differences with sensitivity and respect</p>
9.4.8.GCA.2	<p>Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
9.4.8.IML.7	<p>Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>
9.4.8.IML.12	<p>Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p>
9.4.8.TL.3	<p>Select appropriate tools to organize and present information digitally.</p>
9.4.8.TL.5	<p>Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p>
9.4.8.TL.6	<p>Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>
Computer Science and Design Thinking	
8.1.8.DA.3	<p>Identify the appropriate tool to access data based on its file format.</p>
8.2.8.ITH.2	<p>Compare how technologies have influenced society over time.</p>
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
<p>Different genres of dance will be looked at and incorporated into study and choreography. These genres can include dances that have originated in Europe, South Africa, South America, etc.</p>	

Students will study different choreographers including but not limited to Bob Fosse, Marcelo Gomes, Jin Xing, Bruno Tonioli, Robert Joffrey, Martha Graham, and Twyla Tharp

Interdisciplinary Connection

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, quantitative, and orally
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Unit Essential Question(s):

- How do new social dances and variations on social dance steps arise?
- What impact has dance had on culture and society throughout history?
- What are the similarities and differences among dances of various cultures?
- What role does dance play in the culture of a specific country or region?
- What are dance styles and how are they categorized in genres?
- What are the technical demands of the various styles of dance?
- How is dance language used to describe specific aesthetic differences and similarities between styles and artists?
- How is music and style connected?
- How are forms of dance influenced by time, place and people?
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Unit Enduring Understandings:

- Understand how social and ritual dances come about
- Understand the impact that some dances have on cultural and society
- Understand the similarities and differences among dances in different cultures and regions of the world.
- Understand the technical demands of various dance styles.
- Understand how dance is influenced by time, place, people and music.

Evidence of Learning

Formative Assessments:

- Teacher observations
- Discussions
- Do Now
- Listening activities
- Questioning
- Entry tickets
- Exit tickets
- Homework
- Quizzes

Summative/Benchmark Assessment(s):

- Dance portfolio (paper or digital)
- Tests
- Projects
- Performances
- Quizzes
- Writing assignments

Alternative Assessments:

- Performances
- Projects
- On-line tests / assignments

Resources/Materials:

Key Vocabulary:

<p>- Dance Texts: https://www.readworks.org/find-content#lq:Dance/g:/t:0/f:0/pt:/features/</p> <p>- Dance Artifacts: https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation</p> <p>- The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223</p> <p>- Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml</p> <p>- PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=</p> <p>- Interpreting Mythology Through Dance: https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting_Mythology_Through_Dance</p> <p>- Video: How to Dance Through Time- The Elegance of Baroque https://www.youtube.com/watch?v=9wlU4PP1eUI</p>	<p>Accumulation, Choreographer, Contemporary Dance, Counterpoint, Dance steps, Dance Theatre, Director, Dynamic (s), Genre, High level, History of choreography, Improvisation, Lyrical, Minimization, Modern Dance, Musicality, Postmodern Dance, Technical Skills, Technique</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Social Dances	<ul style="list-style-type: none"> Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis-exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works. 	<ul style="list-style-type: none"> Learn social dances from various periods. 	This unit will take approximately three weeks to complete
Reflection	<ul style="list-style-type: none"> Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows) 	<ul style="list-style-type: none"> Reflect upon the emotional response to a dance and use expressive language to report experiences. 	
Dances, Artists and Rituals of Different Countries	<ul style="list-style-type: none"> Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais's illusionary space). Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.). Research and perform dances that illustrate similar and/or contrasting 	<ul style="list-style-type: none"> Make a "family tree" of a dance form, including major artists and dates of significant work Choose from a "grab bag of countries," and research the dances of the country chosen. Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA). Read about and view works of Contemporary Modern choreographers and identify 	

	<p>styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures</p>	<p>influences from other dance genres</p> <ul style="list-style-type: none"> • Research the influence of African-American, Latin/South American, and European on American social dances and social dance music. • Research the connections between two dance styles. • Compare and contrast dances by various American choreographers (e.g., Merce Cunningham’s Rainforest, Alvin Ailey’s To Bird With Love, José Limón’s The Moor’s Pavane). • Compare and contrast traditional cultural dance styles shown by American or visiting dance companies. 	
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Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students’ intrinsic motivation • Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the 7th grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications • Assign a buddy, same language or English speaking

Unit 3 - Overview**Content Area:** Dance**Unit Title:** Choreography and Performance**Grade Level:** 6, 7 & 8**Core Ideas:** In this unit students will work on choreography. They will work on manipulating body parts to improve their pieces as well as learning to critique others to help them improve their pieces.**Unit 3 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

1.1.8.Cr1	<p>a. Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p> <p>b. Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p>
1.1.8.Cr2	<p>a. Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</p> <p>b. Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p>
1.1.8.Cr3	<p>a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.</p> <p>b. Record changes in a dance sequence through writing and or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.</p>
1.1.8.Pr4	<p>a. Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</p> <p>b. Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</p> <p>c. Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent and characterization.</p>
1.1.8.Pr5	<p>a. Examine how healthful strategies (e.g., nutrition, injury prevention emotional health and overall functioning) and safe body-use practices are essential for the dancer.</p> <p>b. Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.</p> <p>c. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space.</p> <p>d. Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p> <p>e. Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>
1.1.8.Pr6	<p>a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p> <p>b. Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.</p> <p>c. Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer, apply corrections, and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.</p>
1.1.8.Re7	<p>a. Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>
1.1.8.Re8	<p>a. Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.</p>
1.1.8.Re9	<p>a. Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>

1.1.8.Cn10	a. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works. b. Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance
1.1.8.Cn11	a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science and Design Thinking

8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

Different genres of dance will be looked at and incorporated into study and choreography. These genres can include dances that have originated in Europe, South Africa, South America, etc.

Students will study different choreographers including but not limited to Bob Fosse, Marcelo Gomes, Jin Xing, Bruno Tonioli, Robert Joffrey, Martha Graham, and Twyla Tharp

Interdisciplinary Connection

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, quantitative, and orally

Unit Essential Question(s):

- How do our individual styles affect a group performance?
- How can I recognize this dance to enhance its expressiveness?
- How can I use music more effectively to support my theme?

Unit Enduring Understandings:

- Understand how to use individual style in a group performance
- Understand how to use music and movement to enhance a performance

Evidence of Learning

Formative Assessments:

- Teacher observations
- Discussions
- Do Now
- Listening activities
- Questioning
- Entry tickets
- Exit tickets
- Homework

<p>- Quizzes</p> <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> - Dance portfolio (paper or digital) - Tests - Projects - Performances - Quizzes - Writing assignments <p>Alternative Assessments:</p> <ul style="list-style-type: none"> - Performances - Projects - On-line tests / assignments <p>Resources/Materials:</p> <ul style="list-style-type: none"> - Telling a Story Through Dance: http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125 - Magisto - https://www.magisto.com/ - Playbook Dance - https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8 - Hip Hop Dance Moves for Kids - https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/ - Contemporary Dancing for Beginners - https://www.youtube.com/watch?v=KstgOWbM6vk - Indian Folk Dance: http://www.youtube.com/watch?v=-knKCPnRpR0 - Latin Folk Dance: http://www.youtube.com/watch?v=qihYdSsLhXo - Russian Folk Dance: http://www.youtube.com/watch?v=niY0GZpQQSI 	<p>Key Vocabulary:</p> <p>Alignment, Arch, Beat, Body placement, Canon, Choreographer, Clarity of line, Contraction, Correct alignment, Counterpoint, Dance steps, Dynamic (s), Flow, Form, Gesture, Grounded, Happening, Improvisation, Inversion, Jete, Legato, Levels, Lighting Lunge, Minimization, Mirroring, Movement image, Musicality, Pas de bourree, Pas de chat, Percussive, Phrase, Piece, Pirouette, Postmodern Dance, Quality of movement, Release, Retire, Retrograde, Rhythm, Score, Shape, Space, Stance, Technical Skills, Technique, Tempo, Tilt, Time, Triplet, Turnout, Unison, Variation, Weight</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Create	<ul style="list-style-type: none"> • Identify the use of arts media in dance master works. • Manipulate one single effort factor in each effort state combination including: Awake state (space-time), Rhythm 	<ul style="list-style-type: none"> • Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure. 	This unit will take approximately three weeks to complete
Critique and Revise	<ul style="list-style-type: none"> • Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television, film, video, radio, and electronic media) as catalyst for, in support of, and/or fully integrated within the dance composition. 	<ul style="list-style-type: none"> • Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance. • With peers, create a video of students dancing to weave into a performance. • Interpret a dance in terms of content (narrative, themed or 	

	<ul style="list-style-type: none"> Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography. Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides. 	<p>abstract) and context (theatrical, ritual or social).</p> <ul style="list-style-type: none"> Analyze a dance’s content and social/cultural context. 	
Performance	<ul style="list-style-type: none"> Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics. Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work. 	<ul style="list-style-type: none"> Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs. 	

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions and permit drawing as an explanation Accept participation on any level, even one word Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	<ul style="list-style-type: none"> Provide extension activities Build on students’ intrinsic motivation Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with other members of the 7th grade team for specific behavior interventions Provide rewards as necessary 	<ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions and permit drawing as an explanation Accept participation on any level, even one word Consult with Case Managers and follow IEP accommodations/modifications Assign a buddy, same language or English speaking