

# Dance

## Grades 9-12

**Prepared by:**

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*Superintendent of Schools:*

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## High School Dance Curriculum Overview

### Course Description:

High School Dance is taught in five units throughout the school year. The dance curriculum looks at different elements of dance and how those elements influence dance creation. Students will look at how to keep a fit, health body and learn proper nutrition needed to maintain a healthy lifestyle. The history of dance will be taught with an emphasis on how the past has influenced dance today. Dance will be looked at from different time periods, cultures and countries. Students will learn about the creative process and how to critique other performances in a constructive way. Lastly they will choreography solo and group pieces.

### Course Sequence:

Unit 1: Elements of Dance and Kinesthetic Movement: approximately 10 weeks

Unit 2: History of the Arts and Culture: approximately 10 weeks

Unit 3: Influence of Dance: approximately 10 weeks

Unit 4: Choreography and Performance: approximately 10 weeks

**Pre-requisite:** None

**Unit 1 - Overview****Content Area:** Dance**Unit Title:** Elements of Dance and Kinesthetic Movement**Grade Level:** 9-12**Core Ideas:** In this unit students will look at how to use the body in dance and how to keep healthy. Students will also look at different elements of dance and how those elements can influence dance creation.**Unit 1 - Standards****Standards (Content and Technology):****CPI#:**                      **Statement:****Performance Expectations (NJSLs) – See \* in Gifted and Talented Accommodations**

1.1.12prof.CR1	a. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. b. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.Cr2	a. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. b. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
1.1.12profCr3	b. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).
1.1.12profPr4	a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. c. Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
1.1.12profPr5	a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer. b. Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems. c. Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. 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). e. Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
1.1.12profPr6	a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Computer Science and Design Thinking**

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
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	
<b>Interdisciplinary Connection</b>	
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
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do we execute proper dance technique?</li> <li>• How do I develop an understanding of the proper use of their instrument in creating art?</li> <li>• How do I utilize, identify and develop the different possibilities of movement and imagery with my body?</li> <li>• How do I blend the breaks/changes between movements?</li> <li>• What is the characteristic tone for my dance?</li> <li>• How do I manipulate my instrument in order to develop that tone?</li> <li>• How do I develop an understanding of the proper maintenance of the “healthy body”?</li> <li>• How do I keep my instrument in the best possible condition?</li> <li>• What are the indicators and treatment/management of the unhealthy body?</li> <li>• How do the elements of dance influence dance creation?</li> <li>• How do the elements of dance effect dance performance?</li> <li>• How do we observe and speak about the elements of dance?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Understand how to use the body in different ways involving dance</li> <li>• Understand how movement and tone affect dance</li> <li>• Understand what a “healthy body” is and how to maintain one</li> <li>• Understand the different elements of dance.</li> </ul>
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>- Teacher observations</li> <li>- Discussions</li> <li>- Do Now</li> <li>- Listening activities</li> <li>- Questioning</li> <li>- Entry tickets</li> <li>- Exit tickets</li> <li>- Homework</li> <li>- Quizzes</li> </ul> <b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>- Dance portfolio (paper or digital)</li> <li>- Tests</li> <li>- Projects</li> <li>- Performances</li> <li>- Quizzes</li> <li>- Writing assignments</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>- Performances</li> <li>- Projects</li> <li>- On-line tests / assignments</li> </ul>	
<b>Resources/Materials:</b>	<b>Key Vocabulary:</b>

<p>- Telling a Story Through Dance:  <a href="http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125">http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125</a></p> <p>- Magisto - <a href="https://www.magisto.com/">https://www.magisto.com/</a></p> <p>- Playbook Dance -  <a href="https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8">https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8</a></p> <p>- Hip Hop Dance Moves for Kids -  <a href="https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/">https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/</a></p> <p>- Contemporary Dancing for Beginners -  <a href="https://www.youtube.com/watch?v=KstgOWbM6vk">https://www.youtube.com/watch?v=KstgOWbM6vk</a></p> <p>- Indian Folk Dance: <a href="http://www.youtube.com/watch?v=-knKCPnRpR0">http://www.youtube.com/watch?v=-knKCPnRpR0</a></p> <p>- Latin Folk Dance:  <a href="http://www.youtube.com/watch?v=qihYdSsLhXo">http://www.youtube.com/watch?v=qihYdSsLhXo</a></p> <p>- Russian Folk Dance:  <a href="http://www.youtube.com/watch?v=niY0GZpQQSI">http://www.youtube.com/watch?v=niY0GZpQQSI</a></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 Vocabulary	<ul style="list-style-type: none"> <li>Develop a vocabulary of words and symbols for Dance in various styles of movement.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate codified movement vocabulary from a variety of dance genres using the American Ballet Theater National Training Curriculum ten principles of dance.</li> </ul>	The entire unit will take approximately 10 weeks to complete
Choreography	<ul style="list-style-type: none"> <li>Apply correct dance posture/alignment to movement.</li> <li>Implement spatial awareness when performing a phrase of movement.</li> <li>Execute a variety of movement pathways and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Observe group improvisations, and discuss how dance elements are used in combination or isolation.</li> <li>Improvise using text and/or sounds while moving.</li> <li>Analyze the effects of repetition and variation.</li> <li>Evaluate the effects of open-ended structures (e.g., chance) and closed structures (e.g., palindrome).</li> <li>Deconstruct a dance, webbing movement, musical and design elements to analyze their combined effects.</li> <li>Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc.</li> <li>Construct a dance warm-up, demonstrating safe and sound physical principles</li> </ul>	

**Teacher Notes:**

**Additional Resources:**

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

**Unit 2 - Overview****Content Area:** Dance**Unit Title:** History of the Arts and Culture**Grade Level:** 9-12**Core Ideas:** In this unit students will learn how dance in the past has influenced dance today. Students will also look at dance from different time periods, cultures and continents.**Unit 2 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs) - See \* in Gifted and Talented Accommodations**

1.1.12prof.CR1	a. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. b. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.Cr2	a. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
1.1.12profCr3	b. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).
1.1.12profRe7	a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. b. Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.
1.1.12profRe8	a. Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.
1.1.12profRe9	a. Analyze 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.
1.1.12profCn10	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. b. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
1.1.12profCn11	a. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Computer Science and Design Thinking**

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

**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		
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.		
<table border="1"> <tr> <td> <p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How have dancers today been influenced by dancers of the past?</li> <li>• How will students develop an appreciation and understanding of the importance of the arts within culture?</li> <li>• How do the arts represent the culture, time period that it comes from?</li> <li>• What is the impact of the arts on culture and history?</li> <li>• How do the traits of different cultures influence the art that they produce?</li> <li>• How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts?</li> </ul> </td> <td> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand how the history of dance influenced dance today</li> <li>• Understand how different cultures and their history affect dance</li> <li>• Understand how the arts have impacted culture and history.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How have dancers today been influenced by dancers of the past?</li> <li>• How will students develop an appreciation and understanding of the importance of the arts within culture?</li> <li>• How do the arts represent the culture, time period that it comes from?</li> <li>• What is the impact of the arts on culture and history?</li> <li>• How do the traits of different cultures influence the art that they produce?</li> <li>• How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand how the history of dance influenced dance today</li> <li>• Understand how different cultures and their history affect dance</li> <li>• Understand how the arts have impacted culture and history.</li> </ul>
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<b>Evidence of Learning</b>			
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations</li> <li>- Discussions</li> <li>- Do Now</li> <li>- Listening activities</li> <li>- Questioning</li> <li>- Entry tickets</li> <li>- Exit tickets</li> <li>- Homework</li> <li>- Quizzes</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>- Dance portfolio (paper or digital)</li> <li>- Tests</li> <li>- Projects</li> <li>- Performances</li> <li>- Quizzes</li> <li>- Writing assignments</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Performances</li> <li>- Projects</li> <li>- On-line tests / assignments</li> </ul>			
<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>- <a href="https://danceinteractive.jacobspillow.org/">https://danceinteractive.jacobspillow.org/</a></li> <li>- <a href="http://artsedge.kennedy-center.org/educators.aspx">http://artsedge.kennedy-center.org/educators.aspx</a></li> <li>- Dance Timeline: <a href="http://www.danceconsortium.com/features/dance-resources/dance-timeline/">http://www.danceconsortium.com/features/dance-resources/dance-timeline/</a></li> </ul>	<p><b>Key Vocabulary:</b></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,</p>		



- World Cultural Dance: <a href="http://www.fitforafeast.com/dance_cultural.htm">http://www.fitforafeast.com/dance_cultural.htm</a> - Video - Evolution of Dance: <a href="https://www.youtube.com/watch?v=uqHt2VeYJN4">https://www.youtube.com/watch?v=uqHt2VeYJN4</a>	Musicality, Postmodern Dance, Technical Skills, Technique
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
World Dances	<ul style="list-style-type: none"> <li>Explore and distinguish the origins and history of Ballet, Modern, Jazz, Hip Hop, Improvisation, and various Ethnic Dance forms.</li> </ul>	<ul style="list-style-type: none"> <li>Research, write about and perform dances of celebration from two continents.</li> </ul>	The entire unit will take approximately 10 weeks to complete
Movement	<ul style="list-style-type: none"> <li>Actively participate in Dance activities representing various historical periods and world cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Research an aesthetic movement in dance such as: German Expressionism and Mary Wigman, or Postmodernism and the Judson Dance Theater.</li> <li>Create a “family tree” of dance forms, tracking influences and interrelationships.</li> </ul>	
Dancy Analyzation	<ul style="list-style-type: none"> <li>Reflect an understanding of dance history and cultural context in dance study, creation, performance and critical response.</li> </ul>	<ul style="list-style-type: none"> <li>Write a critique on dance masterworks by comparing and contrasting two different genres that are from the same time period.</li> <li>Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information.</li> </ul>	

**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"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions and permit drawing as an explanation</li> <li>Accept participation on any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions</li> <li>Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students’ intrinsic motivation</li> <li>Consult with parents to accommodate students’ interests in completing tasks at their level of engagement</li> </ul> <p>*Per the Visual and Performing Art Standards all lessons can be differentiated based on the students level to Accomplished and Advanced standards</p>	<ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with other members of the 7th grade team for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions and permit drawing as an explanation</li> <li>Accept participation on any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> <li>Assign a buddy, same language or English speaking</li> </ul>

**Unit 3 - Overview****Content Area:** Dance**Unit Title:** Influence of Dance**Grade Level:** 9-12

**Core Ideas:** In this unit students will analyze different dance performances including each others and partners. Students will learn how dance can evoke emotion. Lastly students will research influential people in the dance world.

**Unit 3 - Standards****Standards (Content and Technology):****CPI#:**      **Statement:****Performance Expectations (NJSLs) - See \* in Gifted and Talented Accommodations**

1.1.12profRe7	a. Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. b. Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.
1.1.12profRe8	a. Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.
1.1.12profRe9	a. Analyze 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.
1.1.12profCn10	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. b. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
1.1.12profCn11	a. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Computer Science and Design Thinking**

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

**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**

NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally

**Unit Essential Question(s):**

- How are forms of dance influenced by time, place, and people?

**Unit Enduring Understandings:**

- Understand how dance is influenced by time, place, and people

<ul style="list-style-type: none"> <li>• How do students develop an understanding on the aesthetic meaning, focus, and literary tone of their repertoire?</li> <li>• How can music and movement evoke emotion?</li> <li>• How does the music affect the performance of the dance?</li> <li>• What makes for a good performance?</li> <li>• How can we improve upon the last performance?</li> <li>• How did your partner reveal her personal uniqueness in that phrase?</li> <li>• What images came alive for you as you watched your partner perform?</li> <li>• When did you experience your own kinesthetic response to your partner's dancing?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how music and movement evoke emotion</li> <li>• Understand different responses and emotion to dance</li> </ul>
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### 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:

- Bergen PAC: <https://www.bergenpac.org/>
- Dance Spirit: <https://www.dancespirit.com/>
- 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>

#### Key Vocabulary:

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

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Analyze and Critique	<ul style="list-style-type: none"> <li>Explore and experience the interaction of artists and community cultural resources through performances in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>Attend/watch performances by a range of large and small contemporary dance companies working in different styles and genres, and report to the class.</li> </ul>	The entire unit will take approximately 10 weeks to complete
Dance Forms	<ul style="list-style-type: none"> <li>Demonstrate understanding of weight placement and support specific to a dance form.</li> <li>Demonstrate proficiency in a variety of partnering techniques.</li> <li>Execute extended sequences in a variety of dance forms with dependable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify whether a dance form is theatrical, ritual, social or a combination of these, and describe its function.</li> <li>Observe a partner/dancer perform and evaluate their intent</li> </ul>	
Influences of Culture and Society	<ul style="list-style-type: none"> <li>Examine the effect of specific cultural, religious, mythical or archetypal references in dance.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the influences that have affected students' personal dance styles.</li> <li>Analyze the differences between dance created as theater art and dance created as a participatory experience within a community.</li> <li>Navigate a wide range of dance websites for dance news, and research independently.</li> <li>Conduct a research project on an influential person in the world of dance such as Katherine Dunham, Pearl Primus, Jean-Léon Destin�, Lavinia Williams, Alvin Ailey and others.</li> </ul>	

**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"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions and permit drawing as an explanation</li> <li>Accept participation on any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>Assign a buddy, same language or English speaking</li> <li>Allow errors in speaking</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions</li> <li>Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>Provide extension activities</li> <li>Build on students' intrinsic motivation</li> <li>Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> <p>*Per the Visual and Performing Art Standards all lessons can be differentiated based on the students level to</p>	<ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with other members of the 7th grade team for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions and permit drawing as an explanation</li> <li>Accept participation on any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>

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		Accomplished and Advanced standards		<ul style="list-style-type: none"><li>• Assign a buddy, same language or English speaking</li></ul>
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**Unit 4 - Overview****Content Area:** Dance**Unit Title:** Choreography and Performance**Grade Level:** 9-12**Core Ideas:** In this unit students will learn and evaluate the creative process. They will create and perform solo routines as well as works created by others. Students will also learn how to critique others performances in a constructive way.**Unit 4 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL) - See \* in Gifted and Talented Accommodations**

1.1.12prof.CR1	<p>a. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.</p>
1.1.12prof.Cr2	<p>a. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.</p> <p>b. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p>
1.1.12profCr3	<p>a. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.</p> <p>b. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p>
1.1.12profPr4	<p>a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.</p> <p>b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</p> <p>c. Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).</p>
1.1.12profPr5	<p>a. Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.</p> <p>b. Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.</p> <p>c. Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body 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. Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>
1.1.12profPr6	<p>a. Investigate visualization, motor imagery, and breathe to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p> <p>b. Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.</p> <p>c. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.</p>

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)		
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).		
9.4.12.CI.3	: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1)		
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).		
<b>Computer Science and Design Thinking</b>			
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		
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<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>			
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			
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations</li> <li>- Discussions</li> <li>- Do Now</li> <li>- Listening activities</li> <li>- Questioning</li> <li>- Entry tickets</li> <li>- Exit tickets</li> <li>- Homework</li> <li>- Quizzes</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>- Dance portfolio (paper or digital)</li> <li>- Tests</li> <li>- Projects</li> <li>- Performances</li> <li>- Quizzes</li> <li>- Writing assignments</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>- Performances</li> <li>- Projects</li> <li>- On-line tests / assignments</li> </ul>			

<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>- <a href="http://americandanceguild.org/">http://americandanceguild.org/</a></li> <li>- NY Times Dance: <a href="https://www.nytimes.com/section/arts/dance">https://www.nytimes.com/section/arts/dance</a></li> <li>- <a href="https://www.dance.com/">https://www.dance.com/</a></li> <li>- Note Tracks: <a href="https://itunes.apple.com/us/app/notetracks-collaborative-platform/id869456352?mt=8">https://itunes.apple.com/us/app/notetracks-collaborative-platform/id869456352?mt=8</a></li> </ul>	<p><b>Key Vocabulary:</b></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
Chorography / Performance	<ul style="list-style-type: none"> <li>• Self-evaluate to improve performance.</li> <li>• Make appropriate performance choices to support choreographic intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use interactive distance learning technology to share and create work.</li> <li>• Create a solo reflecting a distinct personal statement; perform it or set it on another student.</li> <li>• Present a clear and detailed proposal for a dance.</li> <li>• Compare the process used in choreography to that of other creative academic or scientific procedures.</li> <li>• Rehearse, document, evaluate and revise choreography</li> <li>• Create a dance with a beginning, development, elaboration, resolution and ending.</li> <li>• Perform student works, teacher created works, and works by guest artists.</li> <li>• Create a group work for peers based on an abstract concept such as Time or Climate Change</li> <li>• Create a class-generated evaluation tool based on principles of dance.</li> <li>• Show and discuss dance studies-in progress, using a standard or class generated critical protocol</li> <li>• Read articles and reviews of dance to broaden understanding of criteria used for dance evaluation.</li> <li>• Transfer dance ideas from digital sources to performance.</li> <li>• Evaluate the impact of sharing dance performances online.</li> </ul>	The entire unit will take approximately 10 weeks to complete

**Teacher Notes:**



<b>Additional Resources:</b>				
<b>Differentiation/Modification Strategies</b>				
<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
<ul style="list-style-type: none"> <li>• Allow errors</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions and permit drawing as an explanation</li> <li>• Accept participation on any level, even one word</li> <li>• Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level, even one word</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivation</li> <li>• Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> <p>*Per the Visual and Performing Art Standards all lessons can be differentiated based on the students level to Accomplished and Advanced standards</p>	<ul style="list-style-type: none"> <li>• Provide extended time to complete tasks</li> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>• Consult with other members of the 7th grade team for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Allow errors</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions and permit drawing as an explanation</li> <li>• Accept participation on any level, even one word</li> <li>• Consult with Case Managers and follow IEP accommodations/modifications</li> <li>• Assign a buddy, same language or English speaking</li> </ul>