

Beach Haven School District

Dance Curriculum

Grades K-6

Beach Haven School District
Dance Curriculum K-2
Unit 1

Stage 1: Desired Results

Unit Title: Unit 1 – Creativity and Performance
Grade Level: K-2
Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

- 1.3.2.A.1 Create and perform planned and improvised movement sequences using the [elements of dance](#), with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
- 1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
- 1.3.2.A.4 Create and perform original movement sequences alone and with a partner using [locomotor and non-locomotor movements](#) at various levels in space.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

B. Critique Methodologies

- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Interdisciplinary Connections:**ELA - NJSL/ELA:**

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

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

Integration of 21st Century Standards NJSL 9:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

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

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

Integration of Technology Standards NJSL 8:

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

Core Instructional/supplemental materials:

Teaching Dance

<https://www.thepespecialist.com/dance2/>

Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

The Funky Chipmunk Dance

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ

The Snowflake Dance

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

Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf>

Accommodations and Modifications:

Students with Disabilities/Students with 504 Plans: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.

English Language Learners: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With

considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

****See extended Differentiation/Accommodations/Modifications in Appendix A.***

Understandings:

Students will:

- develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored
- demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
- will be able to identify and judge the differences between pedestrian movements and formal training in dance.
- demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.
- express constructive criticism to communicate useful evaluation of both personal work and the work of others.

Essential Questions:

Students will keep considering...

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

Stage 2: Evidence

Assessment(s):

A final benchmark assessment will be given that can be used to measure success with this unit. Additional performance assessments will be developed or chosen by teachers at the classroom level.

Other Evidence:

Formative and Summative Assessments will be used for each activity outlined for each lesson. Homework, classwork and exit materials will all be used as data to assess student learning. Appropriate adjustments will be made to instruction based on data related to student learning. Examples of student assignments are found in the Student Task folders for each unit.

Assessment Resources:

Arts Achieve

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

Arts Assessment for Learning

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

Dance Curriculum K-2 Unit 2

Stage 1: Desired Results

Unit Title: Unit 2 – History and Critique of Dance

Grade Level: K-2

Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE.

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE.

1.4.2.A.1 Identify aesthetic qualities of [exemplary works](#) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Accommodations and Modifications:

Students with Disabilities/Students with 504 Plans: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.

English Language Learners: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

****See extended Differentiation/Accommodations/Modifications in Appendix A.***

Interdisciplinary Connections:

ELA - NJSL/ELA:

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

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

Social Studies:

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

Integration of 21st Century Standards NJSL 9:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

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

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

Integration of Technology Standards NJSL 8:

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

Career Ready Practices:

- CRP2.** Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Core Instructional/supplemental materials:

A Mini History of Dance: <http://dancersgroup.org/2009/12/a-mini-history-of-dance-education/>
Teaching Dance History “White Paper” <http://www.danceheritage.org/teachingdancehistory.pdf>
History of Dance Part 1: <https://educationcloset.com/2015/04/06/supporting-history-class-through-the-history-of-dance-part-i/>
Responding to Dance
<https://www.ket.org/education/resources/responding-to-dance/>

Understandings:

Students will:

- Will compare how dance from diverse cultures and historical eras have common characteristics and themes.
- Will identify what societal values or beliefs are expressed in dance.
- How dancers use movement to express artistic concerns such as human emotion, culture, gender.
- Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature.
- Construct criticism based on observable criteria
- Recognize clues that explain the artist’s intent

Essential Questions:

Students will keep considering...

1. How is cultural expression represented in dance?
2. How do societal value affect artistic choice?
3. What determines aesthetic quality?
4. How can criticism improve artistic quality?

Stage 2: Evidence

Assessment(s):

A final benchmark assessment will be given that can be used to measure success with this unit. Additional performance assessments will be developed or chosen by teachers at the classroom level.

Other Evidence:

Formative and Summative Assessments will be used for each activity outlined for each lesson. Homework, classwork and exit materials will all be used as data to assess student learning. Appropriate adjustments will be made to instruction based on data relate to student learning. Examples of student assignments are found in the Student Task folders for each unit.

Assessment Resources:

Arts Achieve

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

Arts Assessment for Learning

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

Beach Haven School District
Dance Curriculum Grades 3-5 Unit 1

Stage 1: Desired Results

Unit Title: Unit 1 – Creativity and Performance

Grade Level: 3-5

Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE.

1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic [choreographic structures](#) in various dance works.

1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, [body patterning](#), [balance](#), and range of motion in compositions and performances.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE.

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 5](#), all students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

A. Aesthetic Responses

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

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B. Critique Methodologies

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

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

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

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Accommodations and Modifications:

Students with Disabilities/Students with 504 Plans: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

English Language Learners: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

****See extended Differentiation/Accommodations/Modifications in Appendix A.***

Interdisciplinary Connections:

ELA - NJSL/ELA:

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

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

Social Studies:

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

Integration of 21st Century Standards NJSL 9:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

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

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

Integration of Technology Standards NJSL 8:

- **8.1.2.A.1:** Identify the basic features of a digital device and explain its purpose.
- **8.1.2.E.1:** Use digital tools and online resources to explore a problem or issue.
- **8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

Career Ready Practices:

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

Essential Questions:

Students will keep considering...

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

Stage 2: Evidence

Assessment(s):

A final benchmark assessment will be given that can be used to measure success with this unit. Additional performance assessments will be developed or chosen by teachers at the classroom level.

Other Evidence:

Formative and Summative Assessments will be used for each activity outlined for each lesson. Homework, classwork and exit materials will all be used as data to assess student learning. Appropriate adjustments will be made to instruction based on data relate to student learning. Examples of student assignments are found in the Student Task folders for each unit.

Assessment Resources:

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

Arts Assessment for Learning

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

Dance Curriculum Grades 3-5 Unit 2

Stage 1: Desired Results

Unit Title: Unit 2 – History and Critique of Dance

Grade Level: 3-5

Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures

By the end of [grade 5](#), all students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs

1.2.5.A.2 Relate common artistic elements that define distinctive [art genres](#) in dance, music, theatre, and visual art

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history

NOTE: By the end of [grade 5](#), all students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

A. Aesthetic Responses

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

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B. Critique Methodologies

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

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

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

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Accommodations and Modifications

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Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student

work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

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ELA - NJSLS/ELA:

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

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Career Ready Practices:

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Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

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<https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder>

<https://www.louisianabelieves.com/resources/library/k-12-arts-resources>

<https://achieve.lausd.net/Page/6769>

Understandings:

Students will know that:

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

Essential Questions:

Students will keep considering...

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

<ul style="list-style-type: none"> ● demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy. ● will be able to identify and judge the differences between pedestrian movements and formal training in dance. ● demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements. ● express constructive criticism to communicate useful evaluation of both personal work and the work of others. 	
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<h2>Stage 2: Evidence</h2>
<p>Assessment(s):</p>
<p>A final benchmark assessment will be given that can be used to measure success with this unit. Additional performance assessments will be developed or chosen by teachers at the classroom level.</p>
<p>Other Evidence:</p>
<p>Formative and Summative Assessments will be used for each activity outlined for each lesson. Homework, classwork and exit materials will all be used as data to assess student learning. Appropriate adjustments will be made to instruction based on data relate to student learning. Examples of student assignments are found in the Student Task folders for each unit.</p> <p>Assessment Resources:</p> <p>Arts Achieve http://www.artsachieve.org/dance-performance-assessment/</p>

Arts Assessment for Learning

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

Beach Haven School District

Dance Curriculum Grade 6

Standard	Grade Level Expectations (GLE)
1. Create	1. Integrate a variety of isolated and coordinated movements in dance compositions and performances. - 1.1.8.A.4
	2. Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. - 1.2.8.A.1
	3. Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint. - 1.3.8.A.3
	4. Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
2. Perform	1. In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. - 1.1.8.A.4
	2. Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations. - 1.1.8.A.4
	3. Perform independently and in groups with appropriate expressive qualities. - 1.3.8.B.2
3. Critically Respond	1. Examine how dance compositions are influenced by various social themes and arts media. - 1.1.8.A.3
	2. Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. - 1.1.8.A.1
	3. Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. - 1.1.8.A.2
	4. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. - 1.1.8.D.1
	5. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. - 1.1.8.D.2

	6. Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
	7. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - 1.2.8.A.3
	8. Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. - 1.4.8.A.1
	9. Interpret symbolism and metaphors embedded in works of dance. - 1.4.8.A.5

Unit Titles	Length of Unit/Contact Hours
Body Awareness	2 Weeks
Introduction to Improvisation and Composition	2 Weeks
Performing Movement Phrases	2 Weeks
Incorporating Social, Historical, and Cultural Themes and Choreographic Devices	2 Weeks

Essential Questions:	<ul style="list-style-type: none"> ● How are forms of dance influenced by time, place, and people? ● What controls the dance; the dancer or the music? ● How is dance an important element in a culture? ● What is the process for creating an original work? ● What makes an effective dance performer? ● What makes an effective dance performance? ● How does one critique a dance performance?
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<p>Interdisciplinary Connections</p>	<p>Compare and contrast cultural practices of Native American groups (social studies) Engage in collaborative discussions utilizing effective speaking and listening skills (English/Language Arts) Utilize ratios and proportional relationships (Mathematics) Real world problems with surface and area (Mathematics) Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods. Perceive artworks from structural, historical, cultural, and aesthetic perspectives. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.</p>
<p>Core Instructional Materials including digital tools</p>	<p>Facility: Dance floor, Ballet Barres, Full-length Mirrors, Sound System Additional materials can include various audio and video recordings and printed materials.</p>
<p>21st Century Themes and Skills</p>	<p>(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.

<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <ul style="list-style-type: none"> ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product
<p>Assessments</p>	<p>Assessment</p> <ul style="list-style-type: none"> ■ Journal entries ■ Self reflection - Mapping ones journey <p>Peer Assessment</p> <ul style="list-style-type: none"> ■ Pair-share ■ Peer evaluation and observation <p>Teacher Assessment</p> <ul style="list-style-type: none"> ■ Lesson task checklist ■ Performance task Self- checklist
<p>Accommodations and Modifications: Students with Disabilities/Students with 504 Plans: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.</p>	

English Language Learners: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

**See extended Differentiation/Accommodations/Modifications in Appendix A.*

Appendix A

Differentiation/Accommodations/Modifications

Gifted and Talented Students

- ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- GUEST SPEAKERS / DANCE STUDIOS: University faculty, parents, business and industry leaders, or other teachers in specific areas can

provide information on topics beyond the teacher's expertise.

■ **MENTORS /INTERNSHIPS:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.

■ **ALTERNATE RESOURCES:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.

■ **EXCHANGE PROGRAMS:** Students attend schools in a different community or country to enrich educational experiences.

Extension Activities: content, process, product and learning environment

Conduct research and provide presentation of cultural topics.

Design surveys to generate and analyze data to be used in discussion.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of art and/or artists to understand society and history.

Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

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

Modifications for Classroom

Modifications for Homework/Assignments

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

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

Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards.” These modifications may be those identified as best practice.

Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504

planning processes.

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

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for **assessments**.

Students at Risk of School Failure

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

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

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