Montague Township School District 3-5 Dance

Updated: Summer, 2024

Unit 1: Elements of Dance and Kinesthetic Movement

Overview: Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- 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.
- Music can be used as a choice and personal and group spatial relationships should be explored.

Essential Questions: Students will keep considering...

- Why did we make these movement and spatial choices?
- How do dancers make movement and spatial choices?
- What are the impacts of movement quality and speed?
- How can the elements of dance be used to express content, emotions, and personal expression?
- How can improvisation of movement communicate content emotions and personal expression?
- How is dance different from other forms of movement?
- How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?

Standards	Topics and Objectives	Activities	Resources	Assessments
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.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances. 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.4 Demonstrate developmentally	Students will be able to: - Exhibit control in balance Dance with weight shift, transition and flow Distinguish symmetrical and asymmetrical shapes Understand conditioning principles (balance, strength, flexibility, endurance, alignment) Understand the relationship of bodily skills to time, space and energy Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.	- Practice exercises and combinations that build strength, awareness, coordination and control. - Explore structures such as Follow the Changing Leader, Echoing, Pass the Movement. - Have the students create a warm up using balance, strength, endurance and flexibility. - Listen to signals and respond to movement directions. - Choreograph a short dance based on one body part. Include shapes, pathways, axial and locomotor steps. - Teach a locomotor pattern that includes four of the basic locomotor steps. Have the students vary the pattern	- Elements of Dance.org - Elements of Dance Video: https://www.youtu be.com/ watch?v=UGuD9 Geeb2k - Dancemaker App: https://itunes.appl e.com/us /app/dancemaker/ id11808	- After improvisation dances, reflect and discuss how it felt to move. - KWL Chart used to identify knowledge of cultural dance. - Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, as well as comparing one's work to the criteria on a rubric or checklist.
energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic. 1.3.5.A.4 Demonstrate	shape, levels, directions, symmetry/asymmetry, moving in place and through space,	pathways, axial and locomotor steps. - Teach a locomotor pattern that includes four of the basic locomotor steps. Have the students	Dance Vocabulary: https://www.conte mporary -dance.org/dancete rms.html	improvement. Examples include setting personal goals and checking one's progress toward them, as well as comparing one's work to the criteria on a rubric or checklist.
kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination. 1.4.5.A.1 Employ basic, disciplinespecific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.		- Create a web of small and large movements in dance, and the parts of the body they engage.	Core Instructional/ supplemental materials: - Teaching Dance https://www.thepes pecialis t.com/dance2/ - Locomotor Skills with Locomotion Dance - Shake it Senora	- Planning and documenting choreographic process (sketching or collecting ideas for a dance) -Personal responses to performances - Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.	

- The Funky Chipmunk Dance
- <u>The Snowflake</u> <u>Dance</u>
- NYC Blueprint Dance: <u>Teaching</u> <u>Dance to Diverse</u> <u>Learners</u> (PreK-12)
- CDE Dance Units
- Louisiana Believes: https://www.louisia nabelieves.com/res ources/library/k-12 -arts-resources

focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as:

- "I noticed ..."
- "I like the way ... because ..."
- "Have you thought of ...?"
- "I would like to suggest ..."
- Hand Signals:
 Ask students to
 display a
 designated hand
 signal to indicate
 their
 understanding of
 a specific
 concept,
 principle, or
 process
- I understand

and can explain it (e.g., thumbs up).

- I do not yet understand _____ (e.g., thumbs down).
- I'm not completely sure about

(e.g., wave hand).

Performance Rubrics: Dance Rubric 1

Assessment Resources:

- Arts Achieve
- Arts Assessment for Learning

Alternative Assessment:

- Written or Drawn Work (using technology when appropriate)
- Evaluate informal in class performances and video evidence of

		student performances using observation, discussions, drawings, video, and simple student-created rubrics.
		Sample Rubric 1 Sample Rubric 2

Integration of 21st Century Standards NJSLS 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.

Interdisciplinary Connections:

ELA - NISLS/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.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of 21st Century Standards NJSLS 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.

■ Modifications and Accommodations

Unit 2: History of the Arts and Culture

Overview: Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

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- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theater, 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.
- Music can be used as a choice and personal and group spatial relationships should be explored.

Essential Questions: Students will keep considering...

- How can the elements of dance be used to express content, emotions, and personal expression?
- How can improvisation of movement communicate content emotions and personal expression?
- How is dance different from other forms of movement?
- How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?
- How has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?
- What are the origins and meanings of different dances throughout history?
- What are the cultural influences of certain dances?
- What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate?
- How are aspects of culture expressed through dance?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.2.5.A.1 Recognize	Students will be able	- Maintain a dance	- Dance Texts:	- Evaluate informal in
works of dance,	to:	journal that includes	https://www.read	class performances and
music, theatre, and	- Describe who dances	responses to	works.org/find-co	video evidence of
visual art as a	a dance, and where,	performances,	ntent#!contentTab:	student performances
reflection of societal	when and why it is	vocabulary lists,	search/q:Dance/g:	using observation,
values and beliefs.	danced.	drawings and	/t:/f:0/pt:/feature	discussions, drawings,
		notation.	s:/	video, and simple student
1.2.5.A.2 Relate	- Examine the cultural		- Dance Artifacts:	created rubrics.
common artistic	origins of a variety of	- Learn a dance from	New York Public	
elements that define	dance forms from	one's heritage and	Library	- Evaluate written
distinctive art genres	around the world.	teach it to the class,	- The Evolution of	reflections on dance
in dance, music,		explaining when and	Dance: TED Talk	principles, including
theatre, and visual art.	- Identify clues about	by whom the dance	- Article: What is	reports and journal
	history and culture in	is performed, and its	Hip Hop? <u>Lesson</u>	responses, using a
1.2.5.A.3 Determine	dance movements,	cultural significance.	- PBS Resources:	student-created rubric.
the impact of	costuming and musical		PBS	
significant	accompaniment.	- Learn elements of a	- TED Talk: Why	- Analyze primary source
contributions of		dance style (e.g., Tap,	Do We Dance?	documents on the
individual artists in	- Identify and research	Modern Dance) and	- Navajo Bow and	history of certain dances
dance, music, theatre,	the significant	examine its roots.	Arrow Dance	and the cultures of
and visual art from	contributions of a	D 1.1	- Dancing on the	origin.
diverse cultures	cultural social dance	- Research the	Freedom Trail	
throughout history.	and its impact on	originator of a		- Conduct short research
1.4.5.A.2 Make	today's social dances.	technique.	- Telling a Story Through Dance	projects on the cultural
informed aesthetic	Examination the among	Daggarah a angaifia		origins of dance to
responses to artworks	- Explore themes, values, and beliefs that	- Research a specific dancer/choreograph	- Glossary of	support analysis, reflection, and research.
based on structural	are reflected in a	er with a guided	<u>Terms</u>	reflection, and research.
arrangement and	dance.	group using	Core	- Use technology to
personal, cultural, and	darree.	appropriate websites,		create a presentation on
historical points of	- Observe	in addition to	Instructional/	the impact of dance on
view.	commonalities and	creating a summary.	supplemental	specific groups of people
	differences in group,		materials:	and historical events.
1.4.5.A.3	circle and chain dances	- Watch a live	- Teaching Dance	
Demonstrate how art	in content in relation	performance or	https://www.thepes	- Formative and
communicates ideas	to societal beliefs and	video of ritual or	pecialis	Summative:
about personal and	values.	ceremonial dance.	t.com/dance2/	Assessments will be used
social values and is				for each activity outlined
inspired by an	- Create and share a	- Learn and perform	- <u>Locomotor Skills</u>	for each lesson.
individual's	group, circle or chain	an authentic	with Locomotion	
imagination and frame	dance influenced by	ceremonial or ritual	<u>Dance</u>	- Homework, classwork
of reference (e.g.,	the social practices of a	dance (e.g. Ve David	01 1 1 0	and exit materials will all
personal, social,	specific culture	from Israel, Troika	- <u>Shake it Senora</u>	be used as data to assess
political, historical	demonstrating clear	from Russia or	Th E1	student learning.
context).	content and form.	Hasapikos from	- <u>The Funky</u> <u>Chipmunk</u>	D 1
1 4 5 D 4 A - 1	D6	Greece).	<u>Dance</u>	-Personal responses to
1.4.5.B.1 Assess the	- Perform group, circle,		Dance	performances
application of the	or chain dances from various world cultures.	- Create a simple	- The Snowflake	Door Criticas
elements of art and	various world cultures.	ritual or ceremonial	Dance	- Peer Critique/ Assessment: When
principles of design in dance, music, theatre,		dance by studying a particular culture.	Dance	students engage in peer
and visual artworks		Use the elements	- NYC Blueprint	assessment or critique,
using observable,		based on that culture	Dance: <u>Teaching</u>	they can use rubrics,
objective criteria.		to create the	Dance: <u>Teaching</u> Dance to Diverse	checklists, and protocols
objective criteria.		to create the		(using technology) to
			<u>Learners</u>	(doning teerinology) to

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.		movement for the dance.	- CDE Dance Units - Louisiana Believes: https://www.louisia nabelieves.com/res ources/library/k-12 -arts-resources	focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as: • "I noticed" • "I like the way because" • "Have you thought of?" • "I would like to suggest" • Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process • I understand ———————————————————————————————————
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		- Written or Drawn Work (using technology when appropriate)
		- Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
		Sample Rubric 1 Sample Rubric 2

Integration of 21st Century Standards NJSLS 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 needs when making purchases

Interdisciplinary Connections:

ELA - NJSLS/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 word

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.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

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

Career Ready Practices:

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4**. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- **CRP11**. Use technology to enhance productivity.
- **CRP12**. Work productively in teams while using cultural global competence.

Integration of Technology Standards NISLS 8:

- **8.1.5.E.1:** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- **8.1.5.A.1**: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or

pictures.

■ Modifications and Accommodations

Appendix

Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

Career Readiness, Life Literacies, and Key Skills

Climate Change Education

Contributions of Disabled and LGBT Individuals

Holocaust Education

Amistad Commission

Social and Emotional Learning

Diversity, Equity and Inclusion

Asian American Pacific Islander

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

Formative, Summative, Alternative, and Benchmark Assessments

Accommodations & Modifications for Special Education, ELL, G&T, 504 Plans and At Risk:

Modifications and Accommodations