

Montague Township School District

6-8 Dance

Updated: Summer, 2024

Unit 1: Elements of Dance and Kinesthetic Movement

Overview: In this unit, students will recognize choreographic structures, study various styles of movement, begin to create and demonstrate dance composition, and assess observable dance criteria through informal class performances. In addition, students will begin to maintain a digital or paper dance portfolio.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Space, time, and energy are basic elements of dance.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Questions: *Students will keep considering...*

- What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?
- In what ways do my muscles need to work to accomplish this movement?
- How does social dancing affect my aerobic condition? Physical strength?
- 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?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.8.A.1 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.2 Analyze dance techniques and styles to discern the	Students will be able to: <ul style="list-style-type: none">- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.- Analyze the manipulation of elements of dance used for choreographic	<ul style="list-style-type: none">- Manipulate movement phrases with devices such as repetition, inversion, retrograde.- Explore structures such as Call and Response, Flocking.- Teach a movement phrase that includes strength, flexibility and endurance. Have	<ul style="list-style-type: none">- Choreographic Structure: Arts Alive- Book: <i>Dance Composition Basics-Capturing the Choreographer's Craft</i> By Pamela Sofras- Application: 8 Counts https://apps.apple.	<ul style="list-style-type: none">- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”- Evaluate informal in class performances and video evidence of

<p>compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.</p> <p>1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.</p> <p>1.2.8.A.2 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.</p> <p>1.3.8.A.1 Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.</p> <p>1.3.8.A.3 Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and</p>	<p>intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).</p> <ul style="list-style-type: none"> - Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics. - Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works. - Verbally differentiate the purposes between utilitarian and non-utilitarian dance works. - Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., Bring in da Noise, Bring in da Funk versus 42nd Street). - Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated 	<p>the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities.</p> <ul style="list-style-type: none"> - Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted. - Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities. - Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections. - Execute movement sequences in a variety of dance forms with accuracy. Make spontaneous choices in a dance partnering with sensitivity to the partner. - Explain the technical demands of a style. - Learn vocabulary related to descriptive and technical dance terms. - Create a document to highlight dances studied. 	<p>com/us/app/8coun ts/id379903606</p> <ul style="list-style-type: none"> - Video: Bring in da Noise, Bring in da Funk: https://youtu.be/Dp_bM_cBT0?si=cCTrvyey0tjwNyFi Video: 42nd Street: https://youtu.be/R8Q7vcnU9nc?si=0Ojrf9PxqlrmwDg8 - Great performances PBS: https://www.pbs.org/wnet/gperf/ - Dance Styles: http://www.justdanceon.com/dance-styles/ - Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html - Glossary of Terms <p>Core Instructional/ supplemental materials:</p> <ul style="list-style-type: none"> - NYC Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12) - CDE Dance Units - Louisiana Believes: https://www.louisianabelieves.com/resources/library/k-12-arts-resources 	<p>student performances using observation, discussions, drawings, video, and simple student created rubrics.</p> <p>Sample Rubric 1 Sample Rubric 2</p> <ul style="list-style-type: none"> - Self-Assessment <ul style="list-style-type: none"> ● Journal entries ● Self-reflection ● Peer Assessment ● Pair-share ● Peer evaluation and observation - Teacher Assessment: <ul style="list-style-type: none"> ● Lesson task checklist ● Performance task checklist - Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.” - Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. <p>Assessment Resources:</p> <ul style="list-style-type: none"> - Arts Achieve - Arts Assessment for Learning <p>Alternative Assessments</p> <ul style="list-style-type: none"> - Journal entries - Self reflection – Mapping ones journey
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<p>variation, canon, call and response, counterpoint.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>works of dance using rubrics and holistic scoring guides.</p>			<p>- Pair-share</p> <p>- Peer evaluation and observation</p> <p>- Lesson task checklist</p> <p>- Performance task checklist</p>
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Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

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.

Health and PE - NJSLS

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

Integration of 21st Century Standards NJSLS 9:

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.

Unit 2: History of the Arts and Culture

Overview: In this unit, students will study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, spatial patterning, contrasting dance style, and technological advancements and influences. Students will continue to maintain an ongoing paper or electronic dance portfolio.

Time Frame: Approximately 12 weeks

Enduring Understandings:


- Technological advances have influenced the way we see dance on television and screen.
- Spatial patterning can influence cultural performances.
- Culture can have a social and political impact on dance.

Essential Questions: *Students will keep considering...*

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

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows). - Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., 	<ul style="list-style-type: none"> - Learn social dances from various periods. - Compare and contrast traditional cultural dance styles shown by American or visiting dance companies. - Reflect upon the emotional response to a dance and use expressive language to report experiences. - Choose from a “grab bag of 	<ul style="list-style-type: none"> - Dance Texts: https://www.readworks.org/find-content#!contentTab:search/q:Dance/g:/t:/f:0/pt:/features/ - Dance Artifacts: New York Public Library - The Evolution of Dance: TED Talk - Article: What is Hip Hop? Lesson 	<ul style="list-style-type: none"> - Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.” - Create slideshow presentations on choreographers who greatly impacted dance. - Evaluate written reflections on dance

<p>are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>French Baroque verses Alwin Nikolais's illusionary space).</p> <ul style="list-style-type: none"> - Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis-exoticism, Katherine Dunham -Afro Caribbean dance heritage, Erik Hawkins examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works. - Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.). - Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures. 	<p>countries,” and research the dances of the country chosen.</p> <ul style="list-style-type: none"> - Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement. - Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA). - Read about and view works of contemporary modern choreographers and identify influences from other dance genres. - Research the influence of African-American, Latin/South American, and European on American social dances and social dance music. - Research the connections between two dance styles. - Compare and contrast dances by various American choreographers (e.g., Merce Cunningham's Rainforest, Alvin Ailey's To Bird With Love, José Limón's The Moor's Pavane). 	<ul style="list-style-type: none"> - PBS Resources: PBS - Interpreting Mythology Through Dance: Dancing Mythology - Video: How to Dance Through Time- The Elegance of Baroque - Glossary of Terms <p>Core Instructional/ supplemental materials:</p> <ul style="list-style-type: none"> - Teaching Dance https://www.thepepccialis.com/dance2/ - Locomotor Skills with Locomotion Dance - Shake it Senora - The Funky Chipmunk Dance - The Snowflake Dance - NYC Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12) - CDE Dance Units - Louisiana Believes: https://www.louisianabelieves.com/resources/library/k-12-arts-resources 	<p>principles, including reports and journal responses, using a student-created rubric.</p> <ul style="list-style-type: none"> - Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. <p><u>Additional Assessments may include:</u></p> <ul style="list-style-type: none"> - Analyzing primary source documents on the history of certain dances and the cultures of origin. - Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research - Use technology to create a presentation on the impact of dance on specific groups of people and historical events. - Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.” - Evaluate informal in class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
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		<ul style="list-style-type: none"> - Compare and contrast traditional cultural dance styles shown by American or visiting dance companies. - Make a “family tree” of a dance form, including major artists and dates of significant works. 		<p>Assessment Resources:</p> <ul style="list-style-type: none"> - Arts Achieve - Arts Assessment for Learning <p>Alternative Assessment:</p> <ul style="list-style-type: none"> - Journal entries - Self reflection – Mapping ones journey - Pair-share - Peer evaluation and observation - Lesson task checklist - Performance task checklist
<p>Integration of 21st Century Standards NJSLS 9: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>				
<p>Interdisciplinary Connections: ELA - NJSLS/ELA: 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. 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.</p>				
<p>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.</p>				
<p>Integration of Technology Standards NJSLS 8: 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.4 Assess the credibility and accuracy of digital content.</p>				
<p> Modifications and Accommodations</p>				

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](#)