

WEYMOUTH TOWNSHIP SCHOOL DANCE CURRICULUM

Grade	6 - 8
Unit	3
Unit Duration	8 Weeks
Course	Incorporating Social Historical and Cultural Themes and Choreographic Devices
Overview/Rationale	All students need an understanding of the elements and principles that guide creativity, improvisation and composition in dance. In addition they need to have an appreciation of the history and cultural themes that drive dances of different cultures. An understanding of skills, media, methods and technology are necessary in the performance and execution of the arts. Through performance and analysis of dance, music and theatre, students will be able to express themselves freely as well as maintain a healthy lifestyle..

DESIRED OUTCOMES

NJSLS Standards Addressed

- 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.
- 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
- 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.
- 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.

Cumulative Progress Indicators (CPIs) Addressed

1. 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
2. 1.1.8.A.4 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.
3. 1.1.8.A.3 Examine how dance compositions are influenced by various social themes and arts media.

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4. 1.1.8.D.1 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.
5. 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
6. 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new dances.
7. 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.
8. 1.3.8.B.2 Perform independently and in groups with appropriate expressive qualities.
9. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
10. 1.4.8.A.6 Differentiate between "traditional" works of art and
11. those that do not use conventional elements of style to express new ideas.
12. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

In this unit, the following 21st Century Themes & Skills are addressed:

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>

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Interdisciplinary Connections

English Language Arts

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.

Science

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object

Social Studies

6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Career Ready Practices

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.

Integration of 21st Century Standards

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success

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9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Technology

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

Key Terms	Dance movement, pantomime, pedestrian movement, abstract gesture, balance, personal space, body awareness, body patterning, movement sequence, focus, critique, non locomotor, locomotor, expressive qualities, African Colonial and Native American Dance, customs, beliefs, artistic dance, ceremonial dance, recreational dans.
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Student Learning Objectives (SLO)

1. Identify the elements of dance.
2. Use improvisation to discover new movement.
3. Demonstrate pantomime, pedestrian movement, abstract gesture, and dance movement.
4. Apply coordinated body part articulations, body alignment, balance, and [body patterning](#).
5. Create and perform planned and improvised movement sequences using the [elements of dance](#).
6. Define and maintain personal space, body awareness, and direct focus while performing movement skills.
7. Create and perform original movement sequences alone and with a partner.
8. Create and perform dances with cultural and historical themes.

Instructional Strategies

Class Discussion
 Cooperative Learning Activities
 Think, Pair, Share Strategies
 Project based strategies

Essential Questions

1. How are forms of dance influenced by time, place, and people?
2. What controls the dance; the dancer or the music?
3. How is dance an important element in a culture?
4. What is the process for creating an original work?
5. What makes an effective dance performer?
6. What makes an effective dance performance?
7. How does one critique a dance performance?

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<i>Enduring Understandings</i>	
<ol style="list-style-type: none"> 1. 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. 2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy. 3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance. 4. 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-locomotion movements. 5. Express constructive criticism to communicate useful evaluation and demonstration of both personal work and the work of others with historical and cultural themes. 	
<i>Assessments</i>	
<ol style="list-style-type: none"> 1. Teacher Observation 2. Completed Projects 3. Oral Student Feedback 4. Peer Review 5. Level of Creativity 6. Reflection 7. Class Discussion 8. Performance Task Checklist 9. Journal Entries 	
<i>Differentiated Activities</i>	
<p style="margin: 0;"><i>Enrichment</i></p>	<p>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</p> <p>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</p>

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<p><i>Gifted and Talented</i></p>	<p>demonstrate creativity and the design of original choreography.</p>
<p><i>ELL</i></p>	<p>Modified Assignments Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<p><i>Special Education</i></p>	<p>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. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device 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.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and</p>

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	<p>grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>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.</p>
<p><i>At-Risk (Intervention)</i></p>	<p>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 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. 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.</p>
<p><i>Resources</i></p>	
<p><i>Student Resources</i></p>	<p>Vocabulary.com, Typing Apps for iPad and Chromebook, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p><i>Teacher Resources</i></p> <p><i>Core Instructional Materials</i></p>	<p>Typing Apps for iPad and Chromebook, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p>https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</p> <p>https://quizlet.com/39155926/elements-of-dance-flash-cards/ http://www.artsalive.ca/en/dan/mediatheque/index.asp http://www.artsalive.ca/en/dan/make/process/chprocess.asp</p> <p>Facility:</p>

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	<p>Additional materials can include various audio and video recordings and printed materials.</p> <p>Teaching Dance https://www.thepespecialist.com/dance2/</p> <p>Locomotor Skills with Locomotion Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ</p> <p>Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12) http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed</p>
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