

## WEYMOUTH TOWNSHIP SCHOOL DANCE CURRICULUM

Grade	6 - 8
Unit	2
Unit Duration	8 Weeks
Course	Performing Movement Phases
Overview/Rationale	A further understanding of the elements and principles that guide creativity, improvisation and composition in dance continues in grades 6-8. An understanding of skills, media, methods and technology are necessary in the performance and execution of the arts. Based upon the maturational mastery of skills, performance and analysis of dance, music and theatre, students will be able to express themselves freely while maintaining a healthy lifestyle.
<b><i>DESIRED OUTCOMES</i></b>	
<b><i>NJSLS Standards Addressed</i></b>	
<p>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.</p> <p>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.</p> <p>1.4 Aesthetic Responses &amp; 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.</p>	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 1.1.8.A.2 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.</li> <li>3. 1.3.8.B.2 Perform independently and in groups with appropriate expressive qualities.</li> <li>4. 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes</li> <li>5. 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.</li> </ol>	

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6. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.			
<b><i>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</i></b>			
<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	<b><i>Global Awareness</i></b>	T,E,A	<b><i>Creativity and Innovation</i></b>
	<b><i>Environmental Literacy</i></b>	T,A	<b><i>Critical Thinking</i></b>
x	<b><i>Health Literacy</i></b>	T,E, A	<b><i>Problem Solving</i></b>
	<b><i>Civic Literacy</i></b>	E, T	<b><i>Communication</i></b>
	<b><i>Financial, Economic, Business, and Entrepreneurial Literacy</i></b>	T,E, A	<b><i>Collaboration</i></b>
<b><i>Interdisciplinary Connections</i></b>			
<p><b>English Language Arts</b>            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.</p> <p><b>Science</b>            MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.            MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.            MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p> <p><b>Social Studies</b>            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.</p>			

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### 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
- 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, non locomotor, locomotor, expressive qualities, artistic dance, ceremonial dance, recreational dance.

### 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](#).

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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.

### *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?

### *Enduring Understandings*

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.

### *Assessments*

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

### *Differentiated Activities*

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<p><b><i>Enrichment</i></b></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 demonstrate creativity and the design of original choreography.</p>
<p><b><i>ELL</i></b></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 -  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<p><b><i>Special Education</i></b></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</p>

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	<p>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><b>Modifications for Homework and Assignments</b>                      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 grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b>                      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><b><i>At-Risk (Intervention)</i></b></p>	<p><b>Modifications for Classroom</b>                      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>

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<i>Resources</i>	
<b><i>Student Resources</i></b>	Vocabulary.com, Typing Apps for iPad and Chromebook Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.
<b><i>Teacher Resources</i></b>	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.
<b><i>Core Instructional Materials</i></b>	<p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p> <p><b>Facility:</b> Additional materials can include various audio and video recordings and printed materials.</p> <p><b>Teaching Dance</b> <a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></p> <p><b>Locomotor Skills with Locomotion Dance</b> <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ</a></p> <p><b>Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)</b> <a href="http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed">http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed</a></p>