

**WEYMOUTH TOWNSHIP DANCE CURRICULUM**

	Grade	3 - 5
	Unit	1
	Unit Duration	8 Weeks
	Course	Creativity and Performance
	Overview/Rationale	In Grades Three to Five, students will gain a deeper understanding of the elements and principles that drive the creative process in dance. Their performances and presentations will reflect higher order skills, the use of media and technology. The combination of skill and creativity will also allow them to become good critics of dance influencing others in a positive way.
	<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>	
	<p>1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic <a href="#">choreographic structures</a> in various dance works.</p> <p>1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.</p> <p>1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.</p>	

**WEYMOUTH TOWNSHIP DANCE CURRICULUM**

	<p>1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, <a href="#">body patterning</a>, <a href="#">balance</a>, and range of motion in compositions and performances.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>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.</p> <p>1.4.5.A.1 Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>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.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.</p> <p>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.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p>		
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<b><i>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</i></b>			
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	<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>	
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x	<b><i>Global Awareness</i></b>	T,E,A	<b><i>Creativity and Innovation</i></b>
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**WEYMOUTH TOWNSHIP DANCE CURRICULUM**

		<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>
<b><i>Interdisciplinary Connections</i></b>				
<p><b>English Language Arts</b>            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.</p> <p><b>Career Ready Practices</b>            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.</p> <p><b>Integration of 21st Century Standards</b>  <b>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.</b>  <b>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</b>  <b>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</b>  <b>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</b>  <b>9.1.4.D.3 Distinguish between saving and investing.</b>  <b>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</b>  <b>9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</b>            9.1.8.A.4: Relate earning power to quality of life across cultures.            9.1.8.E.1: Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p>				

**WEYMOUTH TOWNSHIP DANCE CURRICULUM**

	<p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p> <p>9.1.8.E.4 Prioritize personal wants and needs when making purchases</p> <p><b>Social Studies</b></p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p><b>Technology</b></p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p> <p>8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system</p>
<b>Key Terms</b>	Body patterning, body, action, time, energy, balance, alignment, movement, choreography, space, direction, focus, tempo, speed, rhythm, slow, sustained, sudden
<b>Student Learning Objectives (SLO)</b>	
	<ol style="list-style-type: none"> <li>1. Create and perform dances alone and in groups.</li> <li>2. Analyze both formal and expressive aspects of time, shape, space, and energy.</li> <li>3. Analyze the use of improvisation that fulfills the intent of and develops choreography.</li> <li>4. Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels</li> <li>5. Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles.</li> </ol>
<b>Instructional Strategies</b>	
	<p>Class Discussion</p> <p>Cooperative Learning Activities</p> <p>Think, Pair, Share Strategies</p> <p>Project based strategies</p>

WEYMOUTH TOWNSHIP DANCE CURRICULUM

<i>Essential Questions</i>	
	<ol style="list-style-type: none"><li>1. How can the elements of dance be used to express content, emotions, and personal expression?</li><li>2. How can improvisation of movement communicate content emotions and personal expression?</li><li>3. How is dance different from other forms of movement?</li><li>4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.</li></ol>
<i>Enduring Understandings</i>	
	<ol style="list-style-type: none"><li>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.</li><li>2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.</li><li>3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.</li><li>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.</li><li>5. Express constructive criticism to communicate useful evaluation of both personal work and the work of others.</li></ol>
<i>Assessments</i>	
	<ol style="list-style-type: none"><li>1. Teacher Observation</li><li>2. Completed Projects</li><li>3. Oral Student Feedback</li><li>4. Peer Review</li><li>5. Level of Creativity</li><li>6. Reflection</li><li>7. Class Discussion</li></ol>
<i>Differentiated Activities</i>	
<i>Enrichment</i>	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
<i>Gifted and Talented</i>	

**WEYMOUTH TOWNSHIP DANCE CURRICULUM**

		<p>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            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.</p>

**WEYMOUTH TOWNSHIP DANCE CURRICULUM**

		<p>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 students 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 align="center"><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>
<p align="center"><b><i>Resources</i></b></p>		

WEYMOUTH TOWNSHIP DANCE CURRICULUM

	<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>  <b><i>Core Instructional Materials</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.  <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> <a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a>  <a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a> <a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a> <a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a>  <b>Teaching Dance</b> <a href="https://www.thepepecialist.com/dance2/">https://www.thepepecialist.com/dance2/</a>  <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>  <b>Shake it Senora</b> <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ</a>  <b>The Funky Chipmunk Dance</b> <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ</a>  <b>The Snowflake Dance</b> <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ</a>  <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>