

WEYMOUTH TOWNSHIP SCHOOL DANCE CURRICULUM

Dance Curriculum

Grade	3 - 5
Unit	2
Unit Duration	8 Weeks
Course	History and Critique of Dance
Overview/Rationale	In this unit, students will gain a deeper understanding of the role and impact of dance across cultures. Their knowledge of its history will allow for freedom of expression in different ways. This knowledge and understanding will give rise to new forms of dance via constructive criticism.
DESIRED OUTCOMES	
<i>NJSLS Standards Addressed</i>	
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.	
<i>Cumulative Progress Indicators (CPIs) Addressed</i>	
<p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</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> <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>	
<i>In this unit, the following 21st Century Themes & Skills are addressed:</i>	
	<i>Indicate whether these skills are:</i>

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<i>Check all Themes that apply</i>		<i>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>
	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
x	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>
Interdisciplinary Connections			
<p>English Language Arts 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>Career Ready Practices 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>Integration of 21st Century Standards 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.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in</p>			

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the community and the related earnings.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

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.

9.1.8.E.4 Prioritize personal wants and needs when making purchases

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

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

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Technology

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

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.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

Key Terms	Body patterning, body, action, time, energy, balance, alignment, movement, choreography, space, direction, focus, tempo, speed, rhythm, slow, sustained, sudden, culture, history, relationships, inner self, rhythmic pattern.
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Student Learning Objectives (SLO)	
1. Create and perform dances alone and in groups.	
2. Analyze both formal and expressive aspects of time, shape, space, and energy.	
3. Analyze the use of improvisation that fulfills the intent of and develops choreography.	
4. Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels.	
5. Recognize works of dance.	
6. Relate common artistic elements that define dance.	
7. Determine the impact of significant contributions of individual artists in dance from Diverse cultures throughout history.	
8. Classify and categorize various works of dance.	

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9. Use dance terminology to evaluate the strengths and weaknesses of works.

Instructional Strategies

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

Essential Questions

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?

Enduring Understandings

1. Basic choreographed structures employ the [elements of dance](#).
2. Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
3. Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
4. Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
5. Works of art may be organized according to their functions and artistic purposes (e.g., [genres](#), [mediums](#), messages, themes).
6. [Formalism](#) in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
7. 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.
8. 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
9. demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
10. will be able to identify and judge the differences between pedestrian

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<p>movements and formal training in dance.</p> <p>11. 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-locomotor movements.</p> <p>12. express constructive criticism to communicate useful evaluation of both personal work and the work of others.</p>	
<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 	
<i>Differentiated Activities</i>	
<i>Enrichment</i>	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>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).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>
<i>Gifted and Talented</i>	<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>
<i>ELL</i>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete</p>

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	<p>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 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>

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<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>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><i>Core Instructional Materials</i></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>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>Shake it Senora http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ</p>

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	<p>The Funky Chipmunk Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ</p> <p>The Snowflake Dance http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ</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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