



DANCE HISTORY CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

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Dr. David Salvo	Superintendent
Dr. Toni Lehman	Director of Curriculum and Instruction
Frank Riggitano	Principal, Middle Township High School

High School Dance Curriculum Work Committee

Morgan Phillips

Curriculum Formatting and Compilation

Victoria Villano-Tirado

Introduction

In technique and dance history classes, students gain a deeper understanding of dance as an art form and leave the course with a bigger appreciation for dance.

Course Description

Dance History is designed to provide students with a significant background in dance genres, dance influencers, famous dance pieces, and history. Students will study dance vocabulary, dance genres, dance eras, and explore their creativity abilities in the classroom.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
1- Prehistory and Ancient Times	<p>The very beginning of dance movement and how it began to evolve.</p> <p>How ritual dances were apart of daily life through the stone, iron, bronze age.</p> <p>Dance was associated with various beliefs in gods and supernatural forces.</p> <p>Dance was used for communication.</p> <p>Dances themes were based on lifespan events and celebrations.</p> <p>The early dance formations and concepts.</p> <p>Early accompaniment and costumes that evolved into what we have and know today.</p> <p>Ancient Greece, Egypt, Crete, and Rome developed major architecture statues that assisted with the arts.</p> <p>Dancers and personalities controlled who danced and what the dances were about.</p> <p>The first group of trained dancers began during the ancient era.</p> <p>Dance designs became more complex in Egypt.</p> <p>Accompaniment and costumes became more elaborate during ancient times.</p> <p>Artifacts from Ancient times show proof of dances and dance formations.</p>	<p><u>VPA</u> DA.CN.10.1.I.a & b DA.CN.11.1.I.a DA.CR.1.1.I.a DA.CR.2.1.I.a DA.RE.9.1.I.a</p> <p><u>Technology:</u> 8.1.2.A.2 8.1.5.A.5</p> <p><u>Interdisciplinary:</u> RH.9-10.2 & 3</p>	1-2 months
2- Dance in the Church and Court	<p>Classify the characteristics of dance in the church and court.</p> <p>Identify and discuss the major contributors from eras.</p>	<p><u>VPA</u> DA.CN.10.1.I.a & b DA.CN.11.1.I.a</p>	1-2 months

	Understand and elaborate on the transition from court to theatre.	DA.CR.1.1.I.a DA.CR.2.1.I.a DA.RE.7.1.I.a & b DA.RE.8.1.I.a DA.RE.9.1.I.a <u>Technology:</u> 8.1.2.A.2 8.1.5.E.1 8.1.12.E.1 <u>Interdisciplinary:</u> RH.9-10.2, 7, & 9	
3- Romantic and Classical Ballet	Identify the three eras of ballet through costumes, movement, accompaniment, and dance works. Identify and elaborate on the major contributors of the ballet eras. Execute and identify the order of a ballet class and the basic arm and feet positions. The timeline of ballet in the 19th and 20th centuries. Identify the major ballet works of ballet history.	<u>VPA</u> DA.CN.10.1.I.a & b DA.CR.1.1.I.a DA.CR.2.1.I.a DA.RE.8.1.I.a DA.RE.9.1.I.a <u>Technology:</u> 8.1.2.A.2 8.1.5.E.1 8.1.12.E.1 <u>Interdisciplinary:</u> RH.9-10.7 & 9	3-4 months
4- American Dance and the Early 1900's	Identify major events in the United States that reflects upcoming dance genre (i.e., The Great Depression, Prohibition, World War I etc).	<u>VPA</u> DA.CN.10.1.I.a & b DA.CN.11.1.I.a	1-2 months

	<p>How social dance evolved since the 19th century.</p> <p>How dances in the early 1900's influenced dance today.</p> <p>Identify the major contributors-dancers, choreographers, and composers.</p> <p>Identify the major dance genres in the 1920's.</p> <p>The major dance works of the 1900's.</p>	<p>DA.CR.1.1.I.a DA.CR.2.1.I.a DA.RE.7.1.I.a & b DA.RE.8.1.I.a DA.RE.9.1.I.a</p> <p><u>Technology:</u> 1.1.12.A.1-3 1.4.12.B.3</p> <p><u>Interdisciplinary:</u> RH.9-10.2, 7, & 9</p>	
5- Dance from 1930's to Today	<p>Compare and contrast Ballet from the 18th, 19th, and 20th Century to emerging ballet in 1940's.</p> <p>How the major events including World War II and Great Depression effected dance.</p> <p>How and when Broadway took the stage and musical movies hit the cinemas.</p> <p>The major contributors in ballet, modern, Broadway, and jazz dance.</p> <p>How social dance evolved since the 1920s.</p>	<p><u>VPA</u> DA.CN.10.1.I.a & b DA.CN.11.1.I.a DA.CR.1.1.I.a DA.CR.2.1.I.a DA.RE.7.1.I.a & b DA.RE.8.1.I.a DA.RE.9.1.I.a</p> <p><u>Technology:</u> 8.1.2.A.2 8.1.5.E.1 8.1.12.E.1</p> <p><u>Interdisciplinary:</u> RH.9-10.2, 7, & 9</p>	2-3 months

Unit Plans

Content Area:	Dance History	Grade(s) 9-12
Unit Plan Title:	Unit One: Prehistory and Ancient Times	
Overview/Rationale		
In this unit, students will explore the history and meaning of dance, from its humble beginnings through Ancient times. The students will be studying three different eras in the history of dance, while also learning about different cultures and areas of dance.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating:</u> Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work.</p> <p>DA:Cr1.1.I : (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>DA:Cr2.1.I : (a) Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how to dance structures clarify the artistic intent.</p> <p><u>Responding:</u> Criteria for evaluating artistic work.</p> <p>DA: Re9.1.I : (a) Analyze the artistic expression of a dance. Discuss insight using evaluate criteria and dance terminology.</p> <p><u>Connecting:</u> Synthesize and relate knowledge and personal experiences to make art. Realistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Cn10.1.I : (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence ti support one’s analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspective or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p> <p>Cn11.1.I : (a) Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and</p>		

differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.2.12.A.1 Determine how dance, music, theater, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Technology Standard(s)

8.1.2.A.2 Create a document using word processing application.

8.1.5.A.5 Create and use a database to answer basic questions.

Interdisciplinary Standard(s)

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply precede them.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recall and utilize information on the following key concepts:

- The very beginning of dance movement and how it began to evolve
- How ritual dances were apart of daily life through the stone, iron, bronze age
- Dance was associated with various beliefs in gods and supernatural forces
- Dance was used for communication
- Dances themes were based on lifespan events and celebrations
- The early dance formations and concepts
- Early accompaniment and costumes that evolved into what we have and know today

- Ancient Greece, Egypt, Crete, and Rome developed major architecture statues that assisted with the arts
- Dancers and personalities controlled who danced and what the dances were about
- The first group of trained dancers began during the ancient era
- Dance designs became more complex in Egypt
- Accompaniment and costumes became more elaborate during ancient times
- Artifacts from Ancient times show proof of dances and dance formations

Essential Question(s) :

What was society like during prehistoric and ancient times?
 What is a ritual dance? How was a ritual dance used during the prehistoric era?
 What was dance used for in the prehistoric era?
 What are lifespan dances?
 What was society like in Ancient Greece? What did they contribute to dance?
 What was society like in Ancient Crete?
 Who was allowed to dance during ancient times? What genre(s) of dance did they perform?
 How did dances, costumes, and accompaniment become more complex?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		E	Critical Thinking & Problem Solving
	X	Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E	Collaboration, Teamwork and Leadership

		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	E	Communication and Media Fluency
			E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	E	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	T	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	T	CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- How society influenced dance during the prehistoric and Ancient times.
- How dance evolved from the prehistoric era through Ancient times.
- How lifespan dances and ritual dances were the earliest dance forms.
- How costumes, adornments, and accompaniment influenced dancers and movement.

Students will be able to (do)...

- Discuss and identify the lifespan and ritual dances during the prehistoric and Ancient times.
- Discuss and identify genres and movement characteristics from the prehistoric and Ancient times era.

Assessment Evidence:

Performance Tasks:

- Create their own form of ritual dance as a group
- Prehistoric to Ancient times timeline project as group

Other Assessment Measures:

- Weekly journal entries, reflecting on movement in class (if any) and self-assessment.
- Daily participation
- Daily notes
- Current Events (every other week)
- Daily readings from textbook and handouts from online data bases.
- Homework will be assigned daily from textbooks, online data bases, links from interactive text.
- Quizzes will be given throughout the unit.
- End of Unit Test

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> Students will create their own ritual dance as a group. Students will perform their ritual dances in front of the class and will have a written component. Students will create a historical timeline for both the prehistoric and Ancient times eras. Students will work with a partner or group for this assignment. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Resources	
<p>Kassing, Gayle. <i>History of Dance: An Interactive Arts Approach</i>. Champaign, IL: Human Kinetics, 2007. Print.</p> <p>YouTube:</p> <p>Medieval Dance https://www.youtube.com/watch?v=EXAKNgMF0tg</p> <p>The Egyptian Folk Dance Troupe https://www.youtube.com/watch?v=08fm4-UtdLw</p> <p>Greek Traditional Dances from All Over Greece https://www.youtube.com/watch?v=Y9zxWuczQgs</p> <p>Ritual Fire Dance-KellyJo- Radiant Hoops https://www.youtube.com/watch?v=pkEIJVRwRxo</p> <p>Cam Newton “Dabb On Em” Touchdown Dance Compilation 2015 https://www.youtube.com/watch?v=5mnyEkhQGcs</p>	
Suggested Time Frame:	1-2 months

Content Area:	Dance History	Grade(s) 9-12
Unit Plan Title:	Unit Two: Dance in the Church and Court	
Overview/Rationale		
In this unit, students will study the 16th through 19th Centuries. The key concepts the students will be learning for this unit include Court dances and their main contributors, dance in the church, and the history of the Theatre.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating:</u> Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work.</p> <p>DA:Cr1.1.I : (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>DA:Cr2.1.I : (a) Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how to dance structures clarify the artistic intent.</p> <p><u>Responding:</u> Criteria for evaluating artistic work.</p> <p>DA:Re7.1.I : (a) Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. (b) Analyze the use of the elements of dance in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent. Use genre specific dance terminology.</p> <p>DA: Re8.1.I : (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p> <p>DA: Re9.1.I : (a) Analyze the artistic expression of a dance. Discuss insight using evaluate criteria and dance terminology.</p> <p><u>Connecting:</u> Synthesize and relate knowledge and personal experiences to make art. Realistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Cn10.1.I : (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence ti support one’s analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspective or realizations. Compare</p>		

orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

Cn11.1.1 : (a) Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.2.12.A.1 Determine how dance, music, theater, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.1.12.A.3 Choreograph and demonstrate a solo or group dance in one of the following contexts: gender, ethnicity, socio-economic status, politics, age, and physical conditioning, in relation to dance performances.

1.4.12.B.3 Compare, contrast and define the role of dance creation and performance in global society.

Technology Standard(s)

8.1.2.A.2 Create a document using word processing application

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recall and utilize information on the following key concepts:

- Classify the characteristics of dance in the church and court.
- Identify and discuss the major contributors from eras.
- Understand and elaborate on the transition from court to theatre.

Essential Question(s) :

- What was society like during this time period?
- How did the church use dance?
- Who was allowed to dance in the church?
- What is a dance master? What did the dance master do?
- Who were the entertainers in the church and court?
- What are the various court types?
- What were the popular court dances? Who danced these dances?
- How did formations, relationships, movement, costumes, and accompaniment mature during this time?
- How did Louis XIII contribute to dance and the theater?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		E	Critical Thinking & Problem Solving
	X	Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E	Collaboration, Teamwork and Leadership

		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		Communication and Media Fluency
				Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
T	CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- The different genres and themes of court dance.
- Who was allowed to dance in the church and court.
- The different entertainers and their roles in the court

Students will be able to (do)...

- Discuss and identify the various court dances.
- Discuss and identify the difference between church and court dance forms.
- Elaborate and identify the entertainers and their roles in the court.

Assessment Evidence:

Performance Tasks:

- Group Project: Students will be assigned into groups and will research a specific court dance genre. Students will research the genre, contributors, effect on society and how it influenced dance today. Students will then teach class dance genre and other findings.

Other Assessment Measures:

- Weekly journal entries, reflecting on movement in class (if any) and self-assessment.
- Daily participation
- Daily readings from textbook and handouts from online data bases.
- Homework will be assigned daily from textbooks, online data bases, links from interactive text.
- Vocabulary quizzes will be given throughout the unit.
- Paper assignment: Assigned court style from the 16th, 17th, or 18th Century.
- End of Unit Test

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

- Students will create their own form of

Consider how will the design will:

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?

<p>court dance in partners or small groups.</p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Resources	
<p>Kassing, Gayle. <i>History of Dance: An Interactive Arts Approach</i>. Champaign, IL: Human Kinetics, 2007. Print.</p> <p>YouTube: How to Dance Through Time: The Elegance of Baroque https://www.youtube.com/watch?v=9wIU4PP1eUI Historical Dance https://www.youtube.com/watch?v=fox-DOMGaGY</p>	
Suggested Time Frame:	1-2 months

Content Area:	Dance History	Grade(s) 9-12
Unit Plan Title:	Unit Three: Romantic and Classical Ballet	
Overview/Rationale		
In this unit, students will learn two of the three eras of ballet, Romantic and Classical. Students will be able to distinguish characteristics of both Romantic and Classical ballet through movement, costumes, music, and dance works.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p>Creating: Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work.</p> <p>DA:Cr1.1.I : (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>DA:Cr2.1.I : (a) Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how to dance structures clarify the artistic intent.</p> <p>Responding: Criteria for evaluating artistic work.</p> <p>DA: Re8.1.I : (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p> <p>DA: Re9.1.I : (a) Analyze the artistic expression of a dance. Discuss insight using evaluate criteria and dance terminology.</p> <p>Connecting: Synthesize and relate knowledge and personal experiences to make art. Realistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Cn10.1.I : (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence ti support one’s analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspective or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>		
VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)		

- 1.2.12.A.1** Determine how dance, music, theater, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.1.12.A.3** Choreograph and demonstrate a solo or group dance in one of the following contexts: gender, ethnicity, socio-economic status, politics, age, and physical conditioning, in relation to dance performances.
- 1.4.12.B.3** Compare, contrast and define the role of dance creation and performance in global society.

Technology Standard(s)

- 8.1.2.A.2** Create a document using word processing application
- 8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.12.E.1** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recall and utilize information on the following key concepts:

- Identify the three eras of ballet through costumes, movement, accompaniment, and dance works.
- Identify and elaborate on the major contributors of the ballet eras.
- Execute and identify the order of a ballet class and the basic arm and feet positions.
- The timeline of ballet in the 19th and 20th centuries
- Identify the major ballet works of ballet history.

Essential Question(s) :

- How did court dances influence ballet?
- What are the three eras of ballet?
- What are the significant ballets and contributors in the Romantic and Classical eras?
- How can the Romantic and Classical eras be distinguished?
- Who was the first ballerina en pointe?
- What was the name of the first ballet?
- How did the costumes change from era to era?
- What is the order of a ballet class?
- What are the five arms and feet positions?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
	X	Global Awareness		E	Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business			Communication and Media Fluency

	<div style="border: 1px solid black; width: 50px; height: 40px; margin: 0 auto;"></div> and Entrepreneurial Literacy	<div style="border: 1px solid black; width: 50px; height: 40px; margin: 0 auto;"></div> Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:		
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
	<div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px;"></div>	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP5. Consider the environmental, social and economic impacts of decisions 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 CRP10. Plan education and career paths aligned to personal goals CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		

<p>Students will know....</p> <ul style="list-style-type: none"> • The order of a ballet class • The arm and feet positions in ballet • The major contributors, significant works, and accompaniment in the romantic and classical eras. • The difference between the romantic and classical era • How to identify romantic and classical era 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> • Execute and elaborate the order of the ballet class • Execute and elaborate the arm and feet ballet positions • Distinguish the ballet eras through costumes, music, works, and contributors.
<p>Assessment Evidence:</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students will participate in a ballet barre class • Ballet research project with partner or group 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> • Weekly journal entries, reflecting on movement in class (if any) and self-assessment. • Daily participation • Daily readings from textbook and handouts from online data bases. • Homework will be assigned daily from textbooks, online data bases, links from interactive text. • Vocabulary quizzes will be given throughout the unit. • Paper assignment: Ballet research paper • End of Unit Test
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will be assigned a ballet work along with a partner or group. Students will 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p>

<p>research ballet, contributors, composers, etc. Students will present their findings to the class.</p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Resources	
<p>Top 10 Ballets https://www.thoughtco.com/top-classical-ballets-1007022 Swan Lake https://www.youtube.com/watch?v=9rJoB7y6Ncs La Sylphide https://www.youtube.com/watch?v=LiGY2d65r7I The Nutcracker https://www.youtube.com/watch?v=xtLoaMfinbU Giselle https://www.youtube.com/watch?v=TTVmfl1nIXU Misty Copland "A Ballerina's Tale" (movie)</p>	
Suggested Time Frame:	2-3 months

Content Area:	Dance History	Grade(s) 9-12
Unit Plan Title:	Unit Four: American Dance and the Early 1900's	
Overview/Rationale		
In this unit, students will study the evolution of Dance in America in the 18th, 19th, and early 20th Centuries. Students will explore ballet and jazz technique with the influence of the 19th and 20th centuries.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p>Creating: Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work.</p> <p>DA:Cr1.1.I : (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>DA:Cr2.1.I : (a) Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how to dance structures clarify the artistic intent.</p> <p>Responding: Criteria for evaluating artistic work.</p> <p>DA:Re7.1.I : (a) Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. (b) Analyze the use of the elements of dance in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent. Use genre specific dance terminology.</p> <p>DA: Re8.1.I : (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p> <p>DA: Re9.1.I : (a) Analyze the artistic expression of a dance. Discuss insight using evaluate criteria and dance terminology.</p> <p>Connecting: Synthesize and relate knowledge and personal experiences to make art. Realistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Cn10.1.I : (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence ti support one's analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspective or realizations.</p>		

Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.
Cn11.1.I : (a) Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

- 1.2.12.A.1** Determine how dance, music, theater, and visual art have influenced world cultures throughout history.
1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.1.12.A.3 Choreograph and demonstrate a solo or group dance in one of the following contexts: gender, ethnicity, socio-economic status, politics, age, and physical conditioning, in relation to dance performances.
1.4.12.B.3 Compare, contrast and define the role of dance creation and performance in global society.

Technology Standard(s)

- 8.1.2.A.2** Create a document using word processing application
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recall and utilize information on the following key concepts:

- Identify major events in the United States that reflects upcoming dance genre (i.e., The Great Depression, Prohibition, World War I etc).
- How social dance evolved since the 19th century.
- How dances in the early 1900's influenced dance today.
- Identify the major contributors-dancers, choreographers, and composers.
- Identify the major dance genres in the the 1920's.
- The major dance works of the 1900's.

Essential Question(s) :

What was society like during this time period?
 How did Anna Pavlova and Vaslav Ninjinsky influence the dance scene?
 How did Ragtime and the Jazz age change dance?
 How did Theatrical dance influence dance in the late 19th Century?
 What was American social dance like during the 1920's?
 How did events such as Prohibition and the Great Depression effect dance?
 Who were the major contributors of this time period? What did they do for dance?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		E	Critical Thinking & Problem Solving
	X	Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E	Collaboration, Teamwork and Leadership

		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		Communication and Media Fluency
				Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
T	CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- How dance evolve from the turn of the century until the late 1920s
- Who the major influencers and contributors are and how they impacted dance.
- How society and events affected dance.
- What the major dance works and genres in the 1900s.

Students will be able to (do)...

- Discuss and identify the major events in America during the late 19th Century and early 20th Century and how those events influenced dance.
- Discuss and identify the various dance genres in America during those centuries.
- Identify the major works and contributors are and how they impacted dance

Assessment Evidence:

Performance Tasks:

- Students will take movement classes in ballroom and jazz genres.
- Students will create 20th century timeline (they will continue to use timeline into the next unit).

Other Assessment Measures:

- Weekly journal entries, reflecting on movement in class (if any) and self-assessment.
- Daily participation
- Daily readings from textbook and handouts from online data bases.
- Homework will be assigned daily from textbooks, online data bases, links from interactive text.
- Vocabulary quizzes will be given throughout the unit.
- Paper assignment: Compare and contrast dance in America and Europe in the late 19th Century.
- End of Unit Test

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> Students will create their 20th century timelines. Students will learn basic ballroom movements and jazz dance movement class. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Resources	
<p>Kassing, Gayle. <i>History of Dance: An Interactive Arts Approach</i>. Champaign, IL: Human Kinetics, 2007. Print.</p> <p>YouTube:</p> <p>A Historical Look at the Evolution of Single Dances https://www.youtube.com/watch?v=Qr8DtDhWuMg</p> <p>How to Dance Through Time: Dances of the Ragtime Era 1910-1920 Dancetime Publications https://www.youtube.com/watch?v=sMyEnTZP0yI</p> <p>1920's Dance Craze https://www.youtube.com/watch?v=V6QK0xc3mmo</p> <p>1920's Dances featuring the Charleston, the Peabody, Turkey Trot and more https://www.youtube.com/watch?v=psch9N4PmO4</p>	
Suggested Time Frame:	1-2 months

Content Area:	Dance History	Grade(s) 9-12
Unit Plan Title:	Unit Five: Dance from 1930's to Today	
Overview/Rationale		
In this unit, students will study the influence Modern and Improvisational dance have had in America from the 1930's through today. Students will explore various contributors from this time period and how they still influence dance today.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p>Creating: Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work.</p> <p>DA:Cr1.1.1 : (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>DA:Cr2.1.1 : (a) Collaborate to design a dance using choreographic devices and dance structures to support artistic intent. Explain how to dance structures clarify the artistic intent.</p> <p>Responding: Criteria for evaluating artistic work.</p> <p>DA:Re7.1.1 : (a) Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. (b) Analyze the use of the elements of dance in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent. Use genre specific dance terminology.</p> <p>DA: Re8.1.1 : (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p> <p>DA: Re9.1.1 : (a) Analyze the artistic expression of a dance. Discuss insight using evaluate criteria and dance terminology.</p> <p>Connecting: Synthesize and relate knowledge and personal experiences to make art. Realistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Cn10.1.1 : (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence ti support one’s analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspective or realizations.</p>		

Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

Cn11.1.I : (a) Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.2.12.A.1 Determine how dance, music, theater, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.1.12.A.3 Choreograph and demonstrate a solo or group dance in one of the following contexts: gender, ethnicity, socio-economic status, politics, age, and physical conditioning, in relation to dance performances.

1.4.12.B.3 Compare, contrast and define the role of dance creation and performance in global society.

Technology Standard(s)

8.1.2.A.2 Create a document using word processing application

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will be able to recall and utilize information on the following key concepts:

- Compare and contrast Ballet from the 18th, 19th, and 20th Century to emerging ballet in 1940's
- How the major events including World War II and Great Depression effected dance.
- How and when Broadway took the stage and musical movies hit the cinemas.
- The major contributors in ballet, modern, broadway, and jazz dance.
- How social dance evolved since the 1920s.

Essential Question(s) :

What was society like during this time period?
 Who were the pioneers of modern dance?
 Who were the second generations of modern dance?
 How has improvisation influenced dance today?
 How did Musical Theater influence Jazz dance?
 How did musical movies change the outlook of dance forever?
 Who is Jerome Robbins and how did he change the dance scene?
 What are the social dances of the 1930s-1990s?
 Where was dance most popular in the early 1930s-1940s?
 Who are the major influencers in ballet, modern, jazz, and musical theater?
 What are the major dance works in ballet, modern, jazz, and musical theater?
 What is American Bandstand?
 What is contemporary ballet?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving

		Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E	Collaboration, Teamwork and Leadership
		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		Communication and Media Fluency
				Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p>Students will know....</p> <ul style="list-style-type: none">• The social dances of the 1930s-1960s• The modern dance pioneers and second generation dancers.• Major modern, ballet, jazz, and musical theatre works• The development of dance throughout the 1930s-today	<p>Students will be able to (do)...</p> <ul style="list-style-type: none">• Identify and execute social dances of the 1930s-today• Identify and execute modern dance techniques• Identify and execute contemporary ballet• Identify, elaborate, and execute Broadway dance forms• Identify and elaborate on society and the way society effected dance from 1930s-today
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none">• Students will take movement classes in modern, improvisation, social dance, and musical theatre.• Students will present a choreographer, assigned by the teacher, to the class. Students will discuss the life and training of the choreographer and how they have influenced the dance world.	<p>Other Assessment Measures:</p> <ul style="list-style-type: none">• Weekly journal entries, reflecting on movement in class (if any) and self-assessment.• Daily participation• Daily readings from textbook and handouts from online data bases.• Homework will be assigned daily from textbooks, online data bases, links from interactive text.• Vocabulary quizzes will be given throughout the unit.• Paper assignment: Research paper on selected choreographer.• End of Unit Test

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> Students will participate in technique classes. Students will research a choreographer and present their findings to the class. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Resources	
<p>Kassing, Gayle. <i>History of Dance: An Interactive Arts Approach</i>. Champaign, IL: Human Kinetics, 2007. Print.</p> <p>YouTube:</p> <p>Martha Graham- Lamentation https://www.youtube.com/watch?v=Pb4-kpClZns</p> <p>Variations V (1966) Merce Cunningham Dance Company https://www.youtube.com/watch?v=yOAagU6cfBw</p> <p>Willian Forsythe- One Flat Thing Reproduced https://www.youtube.com/watch?v=TNebCPB9gqk&list=PL2CzAVdyRS-0JcpLQ-0mE0KugMIShuNX&index=3</p> <p>Pina: A Film for Pina Bausch by Wim Wenders (DVD) http://www.pina-film.de/en/about-the-movie.html</p> <p>"Singin' In the Rain" movie</p> <p>"West Side Story" movie</p>	
Suggested Time Frame:	2- 3 months

Curricular Map of High School Student Learning Standards for Dance History

	Dance History	Dance 1	Dance 2	College Dance
Creating				
Anchor Standard: 1. Generate and conceptualize artistic ideas and work.				
DA:Cr1.1.HSI a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	X	X		
b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.		X		
DA:Cr1.1.HSII a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.			X	
b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.			X	
DA:Cr1.1.HSIII a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.				X
b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.				X
Anchor Standard: Organize and develop artistic ideas and work.				
DA:Cr2.1.HSI a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	X	X		
b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.				

	Dance History	Dance 1	Dance 2	College Dance
DA:Cr2.1.HSII				
a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.			X	
b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.			X	
DA:Cr2.1.HSIII				
a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.				X
b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.				X
Anchor Standard: Refine and complete artistic work.				
DA:Cr3.1.HSI				
a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.		X		
b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.				
DA:Cr3.1.HSII				
a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.			X	
b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
DA:Cr3.1.HSIII				
a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
Performing				
Anchor Standard: Select, analyze, and interpret artistic work for presentation.				
DA:Pr4.1.HSI a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.		X		
b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.				
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.				
DA:Pr4.1.HSII a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.			X	
b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”			X	
c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.			X	
DA:Pr4.1.HSIII a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.				X
b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example,				X

	Dance History	Dance 1	Dance 2	College Dance
contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.				
c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.				
Anchor Standard: Develop and refine artistic technique and work for presentation.				
DA:Pr5.1.HSI				
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.		X		
b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.				
c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.				
DA:Pr5.1.HSII				
a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.			X	
b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.			X	
c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Pr5.1.HSIII				
a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.				X
b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.				X
c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.				X
Anchor Standard: Convey meaning through the presentation of artistic work.				
DA:Pr6.1.HSI				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.		X		
b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.				
DA:Pr6.1.HSII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.			X	
b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.			X	
DA:Pr6.1.HSIII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and				

	Dance History	Dance 1	Dance 2	College Dance
cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.				
b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.				X
Responding				
Anchor Standard: Perceive and analyze artistic work.				
DA:Re7.1.HSI	X	X		
a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.				
b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.	X	X		
DA:Re7.1.HSII				
a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.			X	
b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.			X	
DA:Re7.1.HSIII				X
a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of				

	Dance History	Dance 1	Dance 2	College Dance
movement and their relationships create well-structured and meaningful choreography.				
b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.				X
Anchor Standard: Interpret intent and meaning in artistic work.				
DA:Re8.1.HSI a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.	X	X		
DA:Re8.1.HSII a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.			X	
DA:Re8.1.HSIII a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.				X
Anchor Standard: Apply criteria to evaluate artistic work.				
DA:Re9.1.HSI a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	X	X		
DA:Re9.1.HSII a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Re9.1.HSIII a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.				X
Connecting				
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.				
DA:Cn10.1.HSI a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	X	X		
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.	X	X		
DA:Cn10.1.HSII a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.			X	
b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.			X	
DA:Cn10.1.HSIII a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.				X
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				
DA:Cn11.1.HSI a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	X	X		
DA:Cn11.1.HSII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.			X	
DA:Cn11.1.HSIII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.				X



DANCE TECHNIQUE 1 CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

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Director of Curriculum and Instruction
Principal, Middle Township High School

High School Dance Curriculum Work Committee

Morgan Phillips

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Victoria Villano-Tirado

Introduction

In technique and dance history classes, students gain a deeper understanding of dance as an art form and leave the course with a bigger appreciation for dance.

Course Description

Dance Technique 1 is designed to provide students with a significant foundation for advanced dance skills. Students will study dance vocabulary, dance forms and elements, dance history and explore their creativity abilities by creating their own dance works with the accompaniment of improvisation. Students will evolve kinesthetic awareness, movement memory, creative abilities and aesthetic recognition of dance forms. Throughout the course, students will monitor their progress by setting goals to establish self-confidence, self-discipline, encouragement and independence.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>
1- Elements of Dance and Improvisation	<p>The Elements of Dance are used to create movement.</p> <p>How movement can be executed.</p> <p>How relationships can effect movement choices.</p> <p>How to create scores by using improvisation.</p> <p>How to count and find tempos in music and movement.</p>	<p><u>VPA:</u></p> <p>DA.CN.10.1.1.a DA.CR.1.1.1.a DA.RE.7.1.1.a DA.RE.8.1.1.a DA.PR.4.1.1.a</p> <p><u>Technology:</u></p> <p>8.1.2.A.2 8.1.5.A.5 8.1.5.E.1</p> <p><u>Interdisciplinary:</u></p> <p>NJSLSA.R.1 NJSLSA.W.4 RH.9-10.2 & 4</p>
2- Styles of Dance	<p>Ballet is divided into three different eras (Romantic, Classical, and Contemporary).</p> <p>The order of a ballet class (barre, arm postions, feet positions, basic technique).</p> <p>The various styles of Modern dance through different techniques based off of influencers of Modern dance.</p> <p>The basic history of Modern, ballet, jazz dance.</p>	<p><u>VPA:</u></p> <p>DA.CN.10.1.1.b DA.CN.11.1.1.a DA.CR.1.1.1.b DA.RE.7.1.1.b DA.RE.8.1.1.a DA.RE.9.1.1.a DA.PR.4.1.1.a DA.PR.5.1.1.a DA.PR.6.1.1.a</p>

		<p><u>Technology:</u> 8.1.2.A.2 8.1.5.A.5 & 6 8.1.5.E.1 8.1.8.E.1 8.1.12.E.1</p> <p><u>Interdisciplinary:</u> NJSLSA.R.1 NJSLSA.W.4 & 7 RH.9-10.2, 4, & 9</p>
3- Creative Process	<p>There are many phases of the creative process (content, genre, movement, structure, sound, rehearsal methods, production elements, and reflection).</p> <p>The elements of the choreographic process (choreographic devices, motif, stimulus, forms, etc).</p>	<p><u>VPA:</u> DA.CN.10.1.I.a DA.CN.11.1.I.a DA.CR.1.1.I.a DA.CR.2.1.I.a DA.CR.3.1.I.a DA.RE.7.1.I.a DA.RE.8.1.I.a DA.RE.9.1.I.a DA.PR.4.1.I.a DA.PR.5.1.I.a</p> <p><u>Technology:</u> 8.1.2.A.2 8.1.5.A.5 & 6 8.1.12.E.1</p> <p><u>Interdisciplinary:</u> NJSLSA.R.1 NJSLSA.W.4 & 7 RH.9-10.2-4, 7, & 9</p>

4- Performance	<p>Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance.</p> <p>Using common vocabulary of dance terminology assist dancers in communicating with each other and with choreographers.</p>	<p><u>VPA:</u></p> <p>DA.CN.10.1.I.a DA.CR.3.1.I.a DA.RE.7.1.I.a DA.RE.8.1.I.a DA.RE.9.1.I.a DA.PR.4.1.I.a DA.PR.5.1.I.a DA.PR.6.1.I.a</p> <p><u>Technology:</u></p> <p>8.1.2.A.2 8.1.5.A.5 & 6 8.1.12.E.1</p> <p><u>Interdisciplinary:</u></p> <p>NJSLSA.R.1 NJSLSA.W.4 & 7 RH.9-10.2, 3, & 9</p>
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Unit Plans

Content Area:	Dance Technique 1	Grade(s) 9-12
Unit Plan Title:	Unit One: Elements of Dance and Improvisation	
Overview/Rationale		
In this unit plan, students will explore the Elements of Dance through Improvisation tasks. Students will explore and execute various movement activities and began creating choreography phrases through improvisation and the elements of dance.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating</u></p> <p>DA: Cr1.1.I: (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. (b) Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p> <p><u>Performing</u></p> <p>DA: Pr4.1.I: (a)Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. (b) Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. (c) Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>		

Responding

DA: Re7.1.I: (a) Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. (b) Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre- specific dance terminology.

DA:Re8.1.I: (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

Connecting

DA: Cn10.1.I: (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.3.P.A.1 Move the body in a variety of ways, with and without music.

1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

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.

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.

1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Physical Education Standard(s)/Strands

A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

8.1.5.E.1: Using 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.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices meaning and tone.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What

misunderstandings are predictable?)

Students will understand that...

- The Elements of Dance are used to create movement
- How movement can be executed
- How relationships can effect movement choices
- How to create scores by using improvisation
- How to count and find tempos in music and movement

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What does B.A.S.T.E. stand for?
- What are locomotor and non-locomotor movements?
- How can dynamics change movement choices?
- What is tempo?
- What are gestures and how can they be applied to dance?
- What are relationships and how can they effect movement choices?
- How does quality effect a dance performance?
- What is score? How does one create a score?
- How does improvisation help to develop new movement ideas?

In this unit plan, the following 21st Century themes and skills are addressed:

<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>			<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>		
	X	Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation

		Health Literacy	T	Collaboration, Teamwork and Leadership
		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	E	Communication and Media Fluency
			E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership, and effective management

E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<p><i>Students will know....</i></p> <ul style="list-style-type: none">• The Elements of Dance and how to apply them to movement• How to retrograde movement• The difference between locomotor and non-locomotor movements• The various dynamics in dance and how to identify them• How to count music through the various tempos• What an improvisational score is and how to create them	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none">• Create movement from gestures by using the Elements of Dance• Retrograde movement gestures, phrases, and combinations• Identify and execute locomotor and non-locomotor movements• Identify and execute dynamics• Count music, tempos, and music• Identify and execute the relationships used in dance• Create and execute improvisational scores
Assessment Evidence:	

<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <ul style="list-style-type: none"> • Create and explore self-choreographed gestures • Create and explore self-choreographed phrases • Explore dynamics and relationships through movement • Create and explore improvisational scores • Weekly/Bi-weekly movement quizzes 	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?)</i></p> <p>***Attach all Benchmarks</p> <ul style="list-style-type: none"> • Daily/weekly Journal entries • Daily participation • Daily readings • Vocabulary quizzes • End of unit assessment
<p>Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will begin to identify and explore locomotor/non- Locomotor in a group activity. Students will split into groups, each group will perform while the other group identifies the movement choice. • Gestures individual activity: Students will be asked to 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners)?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

<p>create a 3-5 gesture sequence. Students will present gestures to the class individually. Students will then connect the gestures using locomotor and non-locomotor movements and make a phrase.</p> <ul style="list-style-type: none"> • Retrograde Activity: Students will take their phrases and retrograde the movements. Students will show class individually or in groups. • Score projects: Students will apply the Elements of Dance by creating various scores. Students will perform scores in groups in front of the class. 	<p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>
Resources	
<p>The Importance of Improvisation in Dance https://www.theodysseyonline.com/improvisation-in-dance What is a score? http://ausdance.org.au/articles/details/whats-the-score-using-scores-in-dance-improvisation Power of the Pause https://tomgoldhand.com/articles-on-improvisation-2/improvisation-workshop-the-power-of-pause/ Dance Improvisations Morgenroth, Joyce. <i>Dance Improvisations</i>. Pittsburgh, PA: U of Pittsburgh, 1995. Print. Improvisational Tips https://www.youtube.com/watch?v=aLGWuhNCAS4 Improvisational Score https://www.youtube.com/watch?v=3UOa3Ykr7Rk Elements of Dance https://www.youtube.com/watch?v=UGuD9Geeb2k Elements of Dance Chart http://nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</p>	

Suggested Time Frame:	1-2 months
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D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Dance Technique 1	Grade(s) 9-12
Unit Plan Title:	Unit Two: Styles of Dance	
Overview/Rationale		
In this unit plan, students will explore the styles of dance including modern dance, ballet and jazz dance. Students will learn and understand the basics of technique, brief history, and influencers of each genre. Students will participate in daily technique classes for modern dance, ballet, and jazz dance.		
Visual and Performing Arts Standard(s)/Strand(s)		
<u>Creating</u> DA: Cr1.1.I: (b) Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.		
<u>Performing</u> DA: Pr4.1.I: (a)Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. (b) Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. (c) Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. DA:Pr5.1.I: (a) Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. (b) Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. (c) Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies. DA:Pr6.1.I: (a) Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when		

preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post- performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology. (b) Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Responding

DA: Re7.1.I: (b) Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre- specific dance terminology.

DA:Re8.1.I: (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

DA:Re9.1.I: (a) Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Connecting

DA: Cn10.1.I:(b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

DA: Cn11.1.I: (a) Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo. meter, rhythm, spatial level (i.e., low, middle, high), spatial pathway.

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5.A.3 Create and perform dances alone in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance,

strength, focus, concentration, and coordination.

1.3.8.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

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.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-abasement and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of work of dance, music, theatre, and visual art.

Physical Education Standard(s)/Strands

A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

B. **Strategy:** Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

C. **C. Sportsmanship, Rules, and Safety:** Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.12.C.3: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

2.5.12.B.3: Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

8.1.5.A.6: Export data from a database into a spreadsheet; analyze and produce a report that explains analysis of the data.

8.1.5.E.1: Using 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.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.12.E.1: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices meaning and tone.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Ballet is divided into three different eras (Romantic, Classical, and Contemporary)
- The order of a ballet class (barre, arm postions, feet positions, basic technique)
- The various styles of Modern dance through different techniques based off of influencers of Modern dance.
- The basic history of Modern, ballet, jazz dance.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are the feet positions in ballet?
- What are the arm positions in ballet?
- Who are the major ballet influencers?
- What are the three eras of ballet?
- Who are the major influencers of modern dance?
- What are the different techniques of modern dance? How can the techniques be identified?
- What is jazz dance technique?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
		Health Literacy		T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business		E	Communication and Media Fluency

☐ and Entrepreneurial Literacy

☐ E

Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • The arm and feet positions in ballet • The order of a ballet class • The major ballets and influencers • The three eras of ballet • The major modern dance influencers • The various modern dance techniques • How to identify jazz dance technique 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> • Execute a ballet class • Execute the order of a ballet class • Identify the major ballets and the influencers • Identify the three eras of ballet • Execute modern dance class through different techniques • Execute jazz dance technique
<p>Assessment Evidence:</p>	
<p><i>Performance Tasks:</i> <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <ul style="list-style-type: none"> • Create own combinations in modern and jazz techniques • Daily technique classes • Daily/bi-weekly movement quizzes 	<p><i>Other Assessment Measures:</i> <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?)</i></p> <p>***Attach all Benchmarks</p> <ul style="list-style-type: none"> • Daily/weekly Journal entries • Daily participation • Daily readings • Vocabulary quizzes • End of unit assessment
<p><i>Teaching and Learning Actions:</i> <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<p><i>Consider how will the design will:</i></p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p>

<ul style="list-style-type: none"> Students will begin to identify and explore the various techniques of modern dance. Students will be assigned specific technique and will research and create movement from the influencer/technique. Students will be assigned a ballet work that they must research. Students will identify the era, dancers/influencers, basic facts about the work, and present the information to the class. Students will participate in technique class daily and will perform various combinations and phrase. 	<p> E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning? </p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>
Resources	
<p> Can Modern Dance Be Preserved? http://www.nytimes.com/2009/11/08/magazine/08cunningham-t.html?_r=0 The History of Modern Dance https://educationcloset.com/wp-content/uploads/2015/05/Modern.pdf Modern Dance Timeline https://www.timetoast.com/timelines/modern-dance-history-of-the-20th-and-21st-centuries Ballet History http://www.coreofculture.org/ballet.html Top 10 Ballets https://www.thoughtco.com/top-classical-ballets-1007022 History of Jazz https://www.apassion4jazz.net/timeline.html Dancing In District Modern Dance https://www.youtube.com/watch?v=frcxwI3YWEI&t=101s </p>	

Martha Graham Technique <https://www.youtube.com/watch?v=dX7YQxn7HVw>
 Jose Limon Technique https://www.youtube.com/watch?v=tTSHFI_wT5c
 Merce Cunningham Technique <https://www.youtube.com/watch?v=9WtnI32uvM4>
 Swan Lake <https://www.youtube.com/watch?v=9rJoB7y6Ncs>
 La Sylphide <https://www.youtube.com/watch?v=LiGY2d65r7I>
 The Nutcracker <https://www.youtube.com/watch?v=xtLoaMfinbU>
 Giselle <https://www.youtube.com/watch?v=TTVmfL1nIXU>
 Jazz Choreography <https://www.youtube.com/watch?v=gnShYclU4pM>
 Old School Jazz Dance <https://www.youtube.com/watch?v=S6ap557j4sM>
 Fosse Technique <https://www.youtube.com/watch?v=S7AV-jcHVn8>
 Bob Fosse <http://www.pbs.org/wnet/broadway/stars/bob-fosse/>

Suggested Time Frame:

3-4 months

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Dance Technique 1	Grade(s) 9-12
Unit Plan Title:	Unit Three: Creative Process	
Overview/Rationale		
In this unit plan, students will apply the knowledge and dance techniques from the previous two units and explore the creative process of choreography. Students will develop and execute self-choreographed works with the assistance from the teacher.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p>Creating</p> <p>DA: Cr1.1.I: (a) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. (b) Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p> <p>DA:Cr2.1.I: (a) Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent. (b) Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.</p> <p>DA: Cr3.1.I: (a) Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process. (b) Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p> <p>Performing</p> <p>DA: Pr4.1.I: (a)Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. (b) Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. (c) Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>		

DA:Pr5.1.I: (a) Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. (b) Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. (c) Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

Responding

DA: Re7.1.I: (a) Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. (b) Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre- specific dance terminology.

DA:Re8.1.I: (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

DA:Re9.1.I: (a) Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Connecting

DA: Cn10.1.I: (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

DA: Cn11.1.I: (a) Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5.A.3 Create and perform dances alone in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance,

strength, focus, concentration, and coordination.

1.3.8.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

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.

1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

1.3.8.A.3 Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-abasement and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of work of dance, music, theatre, and visual art.

Physical Education Standard(s)/Strands

- A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.
- B. **Strategy:** Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- C. **C. Sportsmanship, Rules, and Safety:** Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

2.5.12.B.3: Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

8.1.5.A.6: Export data from a database into a spreadsheet; analyze and produce a report that explains analysis of the data.

8.1.12.E.1: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply proceed them.

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices meaning and tone.

RH.9-10.7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- There are many phases of the creative process (content, genre, movement, structure, sound, rehearsal methods, production elements, and reflection).
- The elements of the choreographic process (choreographic devices, motif, stimulus, forms, etc).

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is the choreographic process?
- What is a stimulus?
- What is a motif?
- What are the choreographic devices?
- What is canon?
- What are the variations of canon?
- What is repetition? How do choreographers manipulate it within a dance work?
- How is retrograde used in choreography?
- What is a choreographic structure?
- What is the creative process?
- In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Creativity and Innovation

		Health Literacy	T	Collaboration, Teamwork and Leadership
		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	E	Communication and Media Fluency
			E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership, and effective management

E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... <ul style="list-style-type: none">• How to execute the choreographic process• How to create a motif and stimulus• The variations of canon• The structure of choreography• The process leading to a performance	Students will be able to (do)... <ul style="list-style-type: none">• Execute the choreographic process• Create a stimulus and motif• Explore and execute the variations of canon• Structure choreographed combinations
Assessment Evidence:	
Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) <ul style="list-style-type: none">• Create and explore self-choreographed combinations in groups• Explore and execute the choreographic devices• Learn and execute choreography for showcase performance• Weekly/Bi-weekly movement quizzes	Other Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) ***Attach all Benchmarks <ul style="list-style-type: none">• Daily/weekly Journal entries• Daily participation• Daily readings• Vocabulary quizzes

		<ul style="list-style-type: none"> End of unit assessment
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities <ul style="list-style-type: none"> Students will begin to identify and explore the choreographic devices through various assignments that will be performed in front of the class. Students will self-choreograph movement in the genre of their choosing in a group setting. Students will apply the elements of dance and choreographic devices during this process. Students will learn and execute dance choreography for dance showcase performance. 	Consider how will the design will: <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners)?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	
Resources		
Choreographic Devices http://www.rickcrawford.net/studies/devices.pdf Choreographic Studies http://www.carverdance.net/basic-elements-of-choreography.html		

Creative Process <http://www.danceadvantage.net/beyond-steps/>
 Dance Composition Class <https://www.youtube.com/watch?v=Sw-zU7J7rvU>
 Choreographic Principles <https://choreographers.wikispaces.com/file/view/VCE+Dance+Terminology+List+copy.pdf>
 Elements of Composition
<https://www.husd.org/cms/lib08/AZ01001450/Centricity/Domain/2593/Dance%20Composition%20and%20Choreography%20Unit.pdf>

Suggested Time Frame:	4-6 months
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D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Dance Technique 1	Grade(s) 9-12
Unit Plan Title:	Unit Four: Performance	
Overview/Rationale		
In this unit, students will explore the elements of performance by participating in various performance tasks. Students will participate in the annual dance showcase. In addition, students will also self-critique and critique various dance works.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating</u></p> <p>DA: Cr3.1.I: (a) Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process. (b) Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p> <p>Performing</p> <p>DA: Pr4.1.I: (a)Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. (b) Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. (c) Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p> <p>DA:Pr5.1.I: (a) Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. (b) Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. (c) Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p> <p>DA:Pr6.1.I: (a) Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and</p>		

performance. Post- performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology. (b) Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Responding

DA: Re7.1.I: (a) Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. (b) Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre- specific dance terminology.

DA:Re8.1.I: (a) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

DA:Re9.1.I: (a) Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Connecting

DA: Cn10.1.I: (a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis. (b) Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

1.3.8.A.3 Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-abasement and to appraise the objectivity of critiques by peers. **1.4.5.B.3** Use

discipline-specific arts terminology to evaluate the strengths and weaknesses of work of dance, music, theatre, and visual art.

Physical Education Standard(s)/Strands

- A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.
- B. **Strategy:** Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- C. **C. Sportsmanship, Rules, and Safety:** Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

8.1.5.A.6: Export data from a database into a spreadsheet; analyze and produce a report that explains analysis of the data.

8.1.5.E.1: Using 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.

8.1.12.E.1: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply proceed them.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance.
- Using common vocabulary of dance terminology assist dancers in communicating with each other and with choreographers.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- Why are reflection and revision necessary to the process of art-making?
- How can you improve the quality of your dance work through self-reflection and feedback from others?
- How do we evaluate the quality of dance?
- What are the elements of performance?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply. 21st Century Themes			Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21st Century Skills	
	X	Global Awareness		T Critical Thinking & Problem Solving
		Environmental Literacy		T Creativity and Innovation
		Health Literacy		T Collaboration, Teamwork and Leadership
		Civic Literacy		E Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E Communication and Media Fluency
				E Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:				
Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	E	CRP1. Act as a responsible and contributing citizen and employee		
	E	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		

E	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
T	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership, and effective management
T	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<i>Students will know....</i> <ul style="list-style-type: none"> • The process of performance • The elements of performance • How to critique themselves following a performance • How to critique live performances and dance works 	<i>Students will be able to (do)...</i> <ul style="list-style-type: none"> • Participate in a performance(s) • Explore the elements of performance • Critique themselves following their performance(s) • Watch and critique other performances in various genres of dance
Assessment Evidence:	
<i>Performance Tasks:</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)	<i>Other Assessment Measures:</i> (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students

<ul style="list-style-type: none"> Students will participate in the annual Dance Showcase, where they will receive a grade for participating and technicality. Students will participate in technical rehearsal for the Dance Showcase, where they will be assigned various stage crew jobs that they will have to carryout throughout the run of the show. 	<p><i>demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?)</i></p> <p>***Attach all Benchmarks</p> <ul style="list-style-type: none"> Weekly journal entries, reflecting on movement in class (if any) and self-assessment. Daily participation Daily readings and handouts from online data bases. Vocabulary quizzes will be given throughout the unit. Paper assignment: <i>One Flat Thing</i> End of Unit Test
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p> <ul style="list-style-type: none"> Students will watch “One Flat Thing: Reproduced” and will critique the work. Students will lead a discussion and discuss the quality, performance elements, elements of dance, choreographic device, etc. A paper will be assigned. Students will learn and 	<p><i>Consider how will the design will:</i></p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

execute stage crew jobs that they will be assigned throughout the showcase performance. Students will have an opportunity to explore each job.	<i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i>
Resources	
<p> <i>One Flat Thing: Reproduced</i> https://www.youtube.com/watch?v=cufauMezz_Q <i>Body Image PSA</i> https://www.youtube.com/watch?v=usgxqNcf8zU <i>SOCAPA Dance "For My Help"</i> https://www.youtube.com/watch?v=6e3VEX1VKnw <i>WilldaBeast Adams</i> https://www.youtube.com/watch?v=d3y17D_K9Zw <i>BOB FOSSE</i> https://www.youtube.com/watch?v=mcrZIK3gqbU <i>Writing Center</i> http://writing2.richmond.edu/writing/wweb/dance/danceguide.html </p>	
Suggested Time Frame:	1-2 months

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Curricular Map of High School Student Learning Standards for Dance Technique 1

	Dance History	Dance 1	Dance 2	College Dance
Creating				
Anchor Standard: 1. Generate and conceptualize artistic ideas and work.				
DA:Cr1.1.HSI a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	X	X		
b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.		X		
DA:Cr1.1.HSII a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.			X	
b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.			X	
DA:Cr1.1.HSIII a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.				X
b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.				X
Anchor Standard: Organize and develop artistic ideas and work.				
DA:Cr2.1.HSI a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	X	X		
b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.				

	Dance History	Dance 1	Dance 2	College Dance
DA:Cr2.1.HSII				
a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.			X	
b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.			X	
DA:Cr2.1.HSIII				
a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.				X
b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.				X
Anchor Standard: Refine and complete artistic work.				
DA:Cr3.1.HSI				
a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.		X		
b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.				
DA:Cr3.1.HSII				
a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.			X	
b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
DA:Cr3.1.HSIII				
a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
Performing				
Anchor Standard: Select, analyze, and interpret artistic work for presentation.				
DA:Pr4.1.HSI a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.		X		
b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.				
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.				
DA:Pr4.1.HSII a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.			X	
b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”			X	
c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.			X	
DA:Pr4.1.HSIII a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.				X
b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example,				X

	Dance History	Dance 1	Dance 2	College Dance
contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.				
c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.				
Anchor Standard: Develop and refine artistic technique and work for presentation.				
DA:Pr5.1.HSI				
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.		X		
b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.				
c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.				
DA:Pr5.1.HSII				
a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.			X	
b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.			X	
c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Pr5.1.HSIII				
a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.				X
b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.				X
c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.				X
Anchor Standard: Convey meaning through the presentation of artistic work.				
DA:Pr6.1.HSI				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.		X		
b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.				
DA:Pr6.1.HSII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.			X	
b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.			X	
DA:Pr6.1.HSIII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and				

	Dance History	Dance 1	Dance 2	College Dance
cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.				
b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.				X
Responding				
Anchor Standard: Perceive and analyze artistic work.				
DA:Re7.1.HSI	X	X		
a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.				
b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.	X	X		
DA:Re7.1.HSII				
a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.			X	
b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.			X	
DA:Re7.1.HSIII				X
a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of				

	Dance History	Dance 1	Dance 2	College Dance
movement and their relationships create well-structured and meaningful choreography.				
b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.				X
Anchor Standard: Interpret intent and meaning in artistic work.				
DA:Re8.1.HSI a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.	X	X		
DA:Re8.1.HSII a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.			X	
DA:Re8.1.HSIII a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.				X
Anchor Standard: Apply criteria to evaluate artistic work.				
DA:Re9.1.HSI a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	X	X		
DA:Re9.1.HSII a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Re9.1.HSIII a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.				X
Connecting				
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.				
DA:Cn10.1.HSI a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	X	X		
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.	X	X		
DA:Cn10.1.HSII a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.			X	
b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.			X	
DA:Cn10.1.HSIII a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.				X
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				
DA:Cn11.1.HSI a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	X	X		
DA:Cn11.1.HSII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.			X	
DA:Cn11.1.HSIII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.				X



DANCE TECHNIQUE 2 CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

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Dr. David Salvo

Superintendent

Dr. Toni Lehman

Director of Curriculum and Instruction

Frank Riggitano

Principal, Middle Township High School

High School Dance Curriculum Work Committee

Morgan Phillips

Curriculum Formatting and Compilation

Victoria Villano-Tirado

Introduction

In technique and dance history classes, students gain a deeper understanding of dance as an art form and leave the course with a bigger appreciation for dance.

Course Description

Dance Technique 2 and Advanced Dance is designed to provide students with intermediate and/or advanced dance training in various dance genres. Students will develop a deeper understanding of the elements of dance technique with an emphasis on exploring flexibility, strength, coordination, endurance and refinement of dance movement. Movement clarity and precision including initiation, body articulation and alignment will be focused and stressed. Activities include floor work, center combinations, the floor combinations and choreography. Other content explored in this course include dance history, anatomy, Pilates and yoga.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
Unit 1- Properties of Dance	<p>Training in the proper basic dance techniques is the foundation for successful and more challenging movement.</p> <p>Using common vocabulary of dance terms assists dancers in communicating with each other and with choreographers.</p> <p>The origins of each dance genre, the major influencers, choreographers, and dance works.</p>	<p><u>VPA</u></p> <p>DA.CN.10.1.II.a & b DA.CR.1.1.II.b DA.RE.7.1.II.b DA.RE.8.1.II.a DA.RE.9.1.II.a DA.PR.4.1.II.a, b, & c DA.PR.5.1.II.a, b, & c</p> <p><u>Technology:</u></p> <p>8.1.2.A.2 8.1.5.A.5 8.1.5.E.1</p> <p><u>Interdisciplinary:</u></p> <p>NJSLSA.R.1 NJSLSA.W.4 & 7 RH.9-10.2, 4, & 9</p>	3-4 months
2- Artistic Approach	<p>Using common terminology of dance movement aid dancers in communicating with each other and with choreographers.</p> <p>Dance exists to be shared with an audience and dancers/choreographers must have opportunities to share their work, be given feedback, and modify their movement.</p> <p>Study of the life and choreography of dance pioneers and contributors collaborate in the creation of original choreography.</p>	<p><u>VPA</u></p> <p>DA.CN.10.1.II.a DA.CN.11.1.II.a DA.CR.1.1.II.a & b DA.CR.2.1.II.a & b DA.CR.3.1.II.a DA.RE.7.1.II.a & b DA.RE.8.1.II.a DA.RE.9.1.II.a</p>	4-6 months

		DA.PR.4.1.II.b & c DA.PR.5.1.II.a, b, & c <u>Technology:</u> 8.1.2.A.2 & 5 <u>Interdisciplinary:</u> NJSLSA.R.1 NJSLSA.W.4 & 7 RH.9-10.2, 3, & 9	
3- Performing	<p>Evaluation and self-evaluation are critical elements for improving and appreciating the aesthetics of a performance.</p> <p>Dance exists to be shared with an audience and dancers/choreographers must have opportunities to share their work, be given feedback, and modify their movement.</p> <p>The process of performance through various stage jobs, costuming, lighting, and overall performance.</p> <p>Critiquing dance works and self-choreography/performance leads to a better dancer and performer.</p>	<u>VPA</u> DA.CN.10.1.II.a DA.CN.11.1.II.a DA.RE.7.1.II.a & b DA.RE.8.1.II.a DA.RE.9.1.II.a DA.PR.4.1.II.a, b, & c DA.PR.5.1.II.a, b, & c DA.PR.6.1.II.a & b <u>Technology:</u> 8.1.2.A.2 8.1.5.A.5 <u>Interdisciplinary:</u> NJSLSA.R.1 NJSLSA.W.4 RH.9-10.2 & 9	1-2 months
4- Kinesiology	The definition of kinesiology and elaborate the importance of human motion.	<u>VPA</u> DA.CN.11.1.II.a	4-6 weeks

	<p>The major bones and muscles of the human body.</p> <p>How conditioning and nutrition is a key factor for a healthy lifestyle and for a performer.</p>	<p><u>Technology:</u></p> <p>8.1.2.A.2</p> <p>8.1.5.A.5</p> <p><u>Interdisciplinary:</u></p> <p>NJSLSA.R.1</p> <p>NJSLSA.W.4 & 7</p> <p>RH.9-10.2</p>	
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Unit Plans

Content Area:	Dance Technique 2/ Advanced Dance	Grade(s) 9-12
Unit Plan Title:	Unit One: Properties of Dance	
Overview/Rationale		
In this unit, students will explore the dance genres of tap, jazz, ballet, modern, hip-hop, and musical theatre. Students will participate in various technique movement classes and explore dance history in each genre.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating</u> DA.CR.1.HSII (b) Identify and analyze movement preferences of self and others and explore ways to expand movement possibilities.</p> <p><u>Performing</u> DA.PR.4.HSII (a) Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality. (b) Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. (c) Perform movement sequences by applying energy/effort and dynamics. Vary energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation and energy/effort. DA.PR.5.HSII (a) Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography.(b) Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.(c) Evaluate how movement principles such as breath and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness.</p> <p><u>Responding</u> DA.RE.7.HSII (b) Analyze the components of dance and their relationships in a variety of genres, styles, or cultural movement practices</p>		

and provide evidence on how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

DA.RE.8.HSII (a) Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.

DA.RE.9.HSII (a) Compare two or more dances using artistic criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.

Connecting

DA.CN.10.HSII (a) Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's analysis. (b) Research and compare an aspect of the cross-cultural, social or historical development and/or the dance elements of two or more dance genres or styles. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.1.12. A.4 Demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres.

1.1.12.A.4 Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.

1.1.12.A.4 Demonstrate balance and coordination in choreography and performance in a variety of dance genres.

1.3.12.A.1 Integrate codified movement vocabulary from a variety of dance genres (e.g. chaines, chasse, Pa de bourrée, Assemblée [ballet]; step-ball-change, hitch kick, flat back layout, [jazz]; drop swings, grounded runs, axial turns [modern]...) into an original solo and/or ensemble composition.

Physical Education Standard(s)/Strands

A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

C. Sportsmanship, Rules, and Safety: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

8.1.5.E.1: Using 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.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices meaning and tone.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What

misunderstandings are predictable?)

Students will understand that...

- Training in the proper basic dance techniques is the foundation for successful and more challenging movement.
- Using common vocabulary of dance terms assists dancers in communicating with each other and with choreographers.
- The origins of each dance genre, the major influencers, choreographers, and dance works.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How can dance reflect personal philosophy?
- How do we evaluate the quality of dance?
- How do we identify and demonstrate movement elements and skills in performing the various dance styles?
- Who are the major contributors of this genre?
- What were the major dance works of this genre/contributor?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		T	Critical Thinking & Problem Solving
	X	Environmental Literacy		A	Creativity and Innovation
		Health Literacy		A	Collaboration, Teamwork and Leadership

		Civic Literacy	T	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	E	Communication and Media Fluency
			E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being
	E	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	T	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	T	CRP11. Use technology to enhance productivity

T

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Techniques in ballet, modern, jazz, hip-hop, tap, and musical theatre
- The major contributors in the genres of ballet, modern, jazz, hip-hop, tap, and musical theatre
- The major dance works in the genres of ballet, modern, jazz, hip-hop, tap, and musical theatre
- The various techniques of modern dance

Students will be able to (do)...

- Participate in movement classes in the genres of ballet, modern, jazz, hip-hop, tap, and musical theatre
- Identify the major contributors and dance works in the genres of ballet, modern, jazz, hip-hop, tap, and musical theatre

Assessment Evidence:***Performance Tasks:***

- Students will participate in movement classes daily
- Students will have weekly/bi-weekly movement assessments
- Students will present various dance combinations in different genres to the class (individually, partners and/or group)

Other Assessment Measures:

- Weekly journal entries, reflecting on movement in class and self-assessment.
- Daily participation
- Daily readings from textbook and handouts from online data bases.
- Homework will be assigned daily and movement assignments.
- Vocabulary quizzes will be given throughout the unit.
- Paper assignments
- Projects both individual and group
- End of Unit Test

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> Students will create various dance combinations individually or in a group and will present the movement to the class Students will explore various modern dance techniques and create a combination to teach the class in the technique assigned. Bob Fosse Project: Students will research famous jazz dancer, Bob Fosse. They will be assigned an era of history and apply Bob Fosse technique to music from that era. Students will present the movement to the class. Students will create a “History of Dance” timeline that will be used throughout the unit. Students will include; major influencers, dance works, and changes in dance. 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>
Resources	
<p>Lestor Horton Technique https://www.youtube.com/watch?v=RShwaqUnj30</p> <p>Cunningham Technique https://www.youtube.com/watch?v=tTSHFI_wT5c&t=4s</p> <p>Martha Graham Technique https://www.youtube.com/watch?v=30Qz_etlhtg&t=1054s</p> <p>Doris Humphrey/ José Limon Techniqye https://www.youtube.com/watch?v=wJaTTu9wL3U</p>	

Flatbacks <https://www.youtube.com/watch?v=-b3AfBeRzM>
 Modern Dance History <http://www.contemporary-dance.org/modern-dance-history.html>
 Jazz and Tap Review <https://www.youtube.com/watch?v=UJUpudCQUro>
 "Up from the Hold" <http://www.newyorker.com/magazine/2015/11/30/up-from-the-hold>
 Jazz and Hip-Hop History http://dancemotionusa.org/media/30143/28961_dmsua_4_letters_v3_final_hiphop_jazz.pdf
 "A Ballerina's Tale" movie
 "Giselle" <https://www.youtube.com/watch?v=0NC9o5oVNo8>
 History of Ballet <http://www.smithsonianmag.com/arts-culture/degas-and-his-dancers-79455990/>

Suggested Time Frame:

3-4 months

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Dance Technique 2/Advanced Dance	Grade(s) 9-12
Unit Plan Title:	Unit Two: Artistic Approach	
Overview/Rationale		
In this unit, students will explore the choreographic, creativity, and thought process of choreography. Students will work individually and in a group setting in creating choreography.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating</u></p> <p>DA.CR.1.HSII (a) Utilize various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches). (b) Identify and analyze movement preferences of self and others and explore ways to expand movement possibilities. (c) Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.</p> <p>DA.CR.2.HSII (a) Collaborate in the investigation and development of the choreographic elements, structures and processes to create a dance study. Consider the choreographic intent of the movement. (b) Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent.</p> <p>DA.CR.3.HSII (a) Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process. (b) Document a dance as a tool to refine work during the creative process.</p> <p><u>Performing</u></p> <p>DA.PR.4.HSII (b) Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. (c) Perform movement sequences by applying energy/effort and dynamics. Vary energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation and energy/effort.</p> <p>DA.PR.5.HSII (a) Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography.(b) Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life. (c) Evaluate how movement principles such as breath</p>		

and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness.

Responding

DA.RE.7.HSII (a) Analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography. (b) Analyze the components of dance and their relationships in a variety of genres, styles, or cultural movement practices and provide evidence on how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

DA.RE.8.HSII (a) Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.

DA.RE.9.HSII (a) Compare two or more dances using artistic criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.

Connecting

DA.CN.10.HSII (a) Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's analysis.

DA.CN.11.HSII (a) Apply developed dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.1.12.A.1 Choreographic structures demonstrated in self, teacher and peer generated solo and group dances and in dance masterworks.

1.1. 12.A.1 Choreograph and perform short solo and group dances that incorporate the choreographic structures or forms of palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.

1.1.12.A.2 Create short solo and/or group choreography that utilizes kinesthetic awareness, and effective use of the elements of dance, the choreographic principles and choreographic structure.

1.1. 12.A.3 Choreograph and demonstrate a solo or group dance in one of the following contexts: gender, ethnicity, socio-economic status, politics, age, and physical conditioning, in relation to dance performances.

1.1.12. A.4 Demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres.

1.1.12.A.4 Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.

1.1.12.A.4 Demonstrate balance and coordination in choreography and performance in a variety of dance genres.

1.3.12.A.1 Create and perform a solo or ensemble composition using improvisation as a choreographic tool including. Include the planned exploration of technical skills and abilities in the discovery of new combinations that bring attention to the refinement of technical skills and thought processes inherent in the design and construction of dance sequences.

1.3.12.A.1 Integrate codified movement vocabulary from a variety of dance genres (e.g. chaines, chasse, Pa de bourrée, Assemblée [ballet]; step-ball-change, hitch kick, flat back layout, [jazz]; drop swings, grounded runs, axial turns [modern]...) into an original solo and/or ensemble composition.

1.3.12.A.2 Create and perform a theme-based solo and/or ensemble dance that has unity of form, definite content and quality in aesthetic value.

Physical Education Standard(s)/Strands

- A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.
- B. **Strategy:** Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- C. **Sportsmanship, Rules, and Safety:** Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

2.5.12.B.3: Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply proceed them.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Using common terminology of dance movement aid dancers in communicating with each other and with choreographers.
- Dance exists to be shared with an audience and dancers/choreographers must have opportunities to share their work, be given feedback, and modify their movement.
- Study of the life and choreography of dance pioneers and contributors collaborate in the creation of original choreography.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How do the elements of dance help to create a meaningful piece?
- How does improvisation help to develop new movement ideas?
- How do choreographers use structure, and choices to create meaningful and aesthetic choreography?
- In what ways do movement qualities, energies, and dynamics communicate meaning or intent to a dance?
- How do we evaluate the quality of dance?
- What are some principles, processes, and structures for creating choreography?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		A	Critical Thinking & Problem Solving
		Environmental Literacy		A	Creativity and Innovation
		Health Literacy		A	Collaboration, Teamwork and Leadership
		Civic Literacy		T	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

<i>Students will know....</i>	<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> The approach to execute the choreographic process 	<ul style="list-style-type: none"> Demonstrate the choreographic

<ul style="list-style-type: none"> • How to create a motif and stimuli and adapt them into movement • Explore and execute the choreographic devices at a difficult level • Structure movement using the choreographic process and devices, leading the movement into a dance work of performance 	<p>process in various genres</p> <ul style="list-style-type: none"> • Create and motif and stimulus and movement • Explore and identify the choreographic devices • Self-choreography movement in the genre of their choosing
Assessment Evidence:	
<ul style="list-style-type: none"> • Performance Tasks: • Create and explore self-choreographed combinations in groups • Explore and execute the choreographic devices • Learn and execute choreography for showcase performance • Weekly/Bi-weekly movement quizzes 	<ul style="list-style-type: none"> • Other Assessment Measures: • Daily/weekly Journal entries • Daily participation • Daily readings • Vocabulary quizzes • End of unit assessment
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will explore the choreographic devices through various assignments that will be performed in front of the class. • Students will self-choreograph movement in the genre of their choosing in an individual and/or partner setting. Students will apply the elements of dance and choreographic devices during this process. 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

<ul style="list-style-type: none"> Students will learn, create, and execute dance choreography for dance showcase performance. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	
Resources	
<p>“A Choreographer’s Approach to a Dancer’s Creativity in a Collaborative Choreographic Process” theory handout</p> <p>“My Choreographic Process” https://atimetodance.wordpress.com/2007/08/19/my-choreographic-process/</p> <p>“Choreographic Process in Real Time” https://www.ted.com/talks/wayne_mcgregor_a_choreographer_s_creative_process_in_real_time</p> <p>“Choreographic Devices” http://www.rickcrawford.net/studies/devices.pdf</p>	
Suggested Time Frame:	4-6 months

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Dance Technique 2/Advanced Dance	Grade(s) 9-12
Unit Plan Title:	Unit Three: Performing	
Overview/Rationale		
In this unit, students will explore the elements of performance. Students will participate in various performance activities throughout the unit. Following the performances, students will evaluate and self-critique their performance. Students will also critique other dance works in various genres.		
Visual and Performing Arts Standard(s)/Strand(s)		
<u>Creating</u> DA.CR.1.HSII (c) Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.		
<u>Performing</u> DA.PR.4.HSII (a) Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality. (b) Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. (c) Perform movement sequences by applying energy/effort and dynamics. Vary energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation and energy/effort. DA.PR.5.HSII (a) Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography. (b) Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life. (c) Evaluate how movement principles such as breath and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness. DA.PR.6.HSII (a) Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology. (b) Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.		

Responding

DA.RE.8.HSII (a) Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.

DA.RE.9.HSII (a) Compare two or more dances using artistic criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.

Connecting

DA.CN.10.HSII (a) Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's analysis. (b) Research and compare an aspect of the cross-cultural, social or historical development and/or the dance elements of two or more dance genres or styles. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.

DA.CN.11.HSII (a) Apply developed dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.1.12. A.4 Demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres.

1.1.12.A.4 Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.

1.1.12.A.4 Demonstrate balance and coordination in choreography and performance in a variety of dance genres.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-abasement and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of work of dance, music, theatre, and visual art.

Physical Education Standard(s)/Strands

A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Evaluation and self-evaluation are critical elements for improving and appreciating the aesthetics of a performance.
- Dance exists to be shared with an audience and dancers/choreographers must have opportunities to share their work, be given feedback, and modify their movement.
- The process of performance through various stage jobs, costuming, lighting, and overall performance.
- Critiquing dance works and self-choreography/performance leads to a better dancer and performer.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How do we use artistic criticism?
- How do we identify and demonstrate movement elements and skills in performing the various dance styles and structure?
- How do people use different forms of criticism to determine quality and value of works in dance?
- How can choreographers and dancers use specific elements to affect an audience's response to their work?
- How can we compare the quality of works that are very different?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
		Health Literacy		A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
T	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

- Students will know....
- How to critique self-performance and other dance works
- The process of performance

- Students will be able to (do)...
- Critique themselves through self-critiquing strategies
- Demonstrate and explain the roles in performing

<ul style="list-style-type: none"> • The roles of those involved in performance 	<ul style="list-style-type: none"> • Critique dance works in various genres
Assessment Evidence:	
<ul style="list-style-type: none"> • Performance Tasks: • Performing in the annual Spring Dance Showcase • Creating lighting designs in the Performing Arts Center 	<ul style="list-style-type: none"> • Other Assessment Measures: • Weekly journal entries, reflecting on movement in class (if any) and self-assessment. • Daily participation • Daily readings and handouts from online data bases. • Vocabulary quizzes will be given throughout the unit. • Paper assignments: Comparing three different dance works and self-reflection following showcase performance • End of Unit Test
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will watch “Scary Monsters,” “Medicine,” and “A Room with a View” and will critique the work. Students will lead a discussion and discuss the quality, performance elements, elements of dance, choreographic device, etc. A paper will be assigned. 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

<ul style="list-style-type: none"> Students will evaluate and critique themselves through a self-made rubric and paper. Students will learn and execute stage crew jobs that they will be assigned throughout the showcase performance. Students will have an opportunity to explore each job. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	
Resources	
Scary Monsters https://www.youtube.com/watch?v=MALQNSwp9To&index=7&list=PLfrXblZhN30wb_ShA7VkQdwlju_d15Dgw Medicine https://www.youtube.com/watch?v=E5NaiEBoe48 A Room with a View https://www.youtube.com/watch?v=3dn39w6_AIA Dance Review http://faculty.lacitycollege.edu/ecklerp/dance_performance_review_outline.htm Writing a Dance Critique http://libguides.dixie.edu/c.php?g=57906&p=371841	
Suggested Time Frame:	1-2 months

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Dance Technique 2/Advanced Dance	Grade(s) 9-12
Unit Plan Title:	Unit Four: Kinesiology	
Overview/Rationale		
In this unit, students will explore and identify the movement, bones, and muscles of the human body. In addition, students will learn how to condition their body and create their own conditioning program.		
Visual and Performing Arts Standard(s)/Strand(s)		
<u>Connecting</u> DA.CN.11.HSII (a) Apply developed dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.		
VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
1.1.12. A.4 Demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres.		
1.1.12.A.4 Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.		
1.1.12.A.4 Demonstrate balance and coordination in choreography and performance in a variety of dance genres.		
Physical Education Standard(s)/Strands		
A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.		

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- The definition of kinesiology and elaborate the importance of human motion
- The major bones and muscles of the human body
- How conditioning and nutrition is a key factor for a healthy lifestyle and for a performer

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What is range of motion?
- How do the bones, joints, and muscles work together to enable movement and locomotion for the human body?
- What are the planes of motion?
- What are the different parts of the spine?
- What are the different functions of the arms and legs?
- What is the line of pull?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
		Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		A	Creativity and Innovation
	X	Health Literacy		A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and		E	Communication and Media Fluency

Entrepreneurial Literacy

E

Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
T	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • The major bones and muscles in the human body • The different ranges of motion in the body • How to condition the body • Different exercises for various body parts • Basic dance injuries and how to treat them 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> • Identify the major bones and muscles in the human body. • Explore and identify the ranges of motion in the body. • Make their own conditioning plan by creating exercises for various body parts. • Identify the basic dance injuries and explore how to treat those injuries.
<p>Assessment Evidence:</p>	
<p><i>Performance Tasks:</i></p> <ul style="list-style-type: none"> • Human Body Map • Conditioning video project (advanced) 	<p><i>Other Assessment Measures:</i></p> <ul style="list-style-type: none"> • Weekly journal entries, reflecting on movement in class (if any) and self-assessment. • Daily participation • Daily readings and handouts from online data bases. • Vocabulary quizzes will be given throughout the unit. • Projects • End of Unit Test
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will create a human body map with a group or individually. Students will identify and draw the major bones in the human body. Students will write the functions of each area of the body. 	<p><i>Consider how will the design will:</i></p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

<ul style="list-style-type: none"> Students will create their own conditioning program. Students will chose one exercise and identify the muscles and bones used in the exercise and how the exercise can be applied to their conditioning program. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	
Resources	
Kinesiology worksheets https://sites.google.com/site/tdmcourses/analysis-of-low-extremity-and-trunk Introduction to Kinesiology https://www.youtube.com/watch?v=NN1dctmPYqw Range of Motion https://www.youtube.com/watch?v=krMHAiX_T0s	
Suggested Time Frame:	4-6 weeks

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Curricular Map of High School Student Learning Standards for Dance Technique 2

	Dance History	Dance 1	Dance 2	College Dance
Creating				
Anchor Standard: 1. Generate and conceptualize artistic ideas and work.				
DA:Cr1.1.HSI a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	X	X		
b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.		X		
DA:Cr1.1.HSII a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.			X	
b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.			X	
DA:Cr1.1.HSIII a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.				X
b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.				X
Anchor Standard: Organize and develop artistic ideas and work.				
DA:Cr2.1.HSI a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	X	X		
b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.				

	Dance History	Dance 1	Dance 2	College Dance
DA:Cr2.1.HSII				
a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.			X	
b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.			X	
DA:Cr2.1.HSIII				
a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.				X
b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.				X
Anchor Standard: Refine and complete artistic work.				
DA:Cr3.1.HSI				
a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.		X		
b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.				
DA:Cr3.1.HSII				
a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.			X	
b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
DA:Cr3.1.HSIII				
a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
Performing				
Anchor Standard: Select, analyze, and interpret artistic work for presentation.				
DA:Pr4.1.HSI				
a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.		X		
b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.				
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.				
DA:Pr4.1.HSII				
a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.			X	
b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”			X	
c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.			X	
DA:Pr4.1.HSIII				
a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.				X
b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example,				X

	Dance History	Dance 1	Dance 2	College Dance
contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.				
c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.				
Anchor Standard: Develop and refine artistic technique and work for presentation.				
DA:Pr5.1.HSI				
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.		X		
b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.				
c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.				
DA:Pr5.1.HSII				
a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.			X	
b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.			X	
c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Pr5.1.HSIII				
a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.				X
b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.				X
c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.				X
Anchor Standard: Convey meaning through the presentation of artistic work.				
DA:Pr6.1.HSI				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.		X		
b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.				
DA:Pr6.1.HSII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.			X	
b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.			X	
DA:Pr6.1.HSIII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and				

	Dance History	Dance 1	Dance 2	College Dance
cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.				
b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.				X
Responding				
Anchor Standard: Perceive and analyze artistic work.				
DA:Re7.1.HSI	X	X		
a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.				
b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.	X	X		
DA:Re7.1.HSII				
a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.			X	
b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.			X	
DA:Re7.1.HSIII				X
a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of				

	Dance History	Dance 1	Dance 2	College Dance
movement and their relationships create well-structured and meaningful choreography.				
b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.				X
Anchor Standard: Interpret intent and meaning in artistic work.				
DA:Re8.1.HSI a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.	X	X		
DA:Re8.1.HSII a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.			X	
DA:Re8.1.HSIII a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.				X
Anchor Standard: Apply criteria to evaluate artistic work.				
DA:Re9.1.HSI a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	X	X		
DA:Re9.1.HSII a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Re9.1.HSIII a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.				X
Connecting				
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.				
DA:Cn10.1.HSI a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	X	X		
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.	X	X		
DA:Cn10.1.HSII a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.			X	
b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.			X	
DA:Cn10.1.HSIII a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.				X
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				
DA:Cn11.1.HSI a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	X	X		
DA:Cn11.1.HSII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.			X	
DA:Cn11.1.HSIII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.				X



COLLEGE DANCE CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

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Victoria Villano-Tirado

Introduction

In technique and dance history classes, students gain a deeper understanding of dance as an art form and leave the course with a bigger appreciation for dance.

Course Description

College Dance is designed to provide students with advanced dance training in various dance genres. Students will gain an understanding of the scope and role of dance from primitive to contemporary times, and explore dance movement characteristics of various styles, philosophies, cultures, and historic periods. Students will develop the ability to communicate ideas using the body as a tool for expression.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
1- Safety Guidelines & Functions of Dance in Early Society	<p>Dance was used for communication at an early time.</p> <p>Various cultures use dance in their learnings.</p> <p>Dance has progressed through the years/eras and continues to change today.</p> <p>How dance evolved from one era to the next.</p> <p>The major dance influences from specific eras.</p> <p>How dance reflected the culture of society (i.e How dance in Greece reflected the people and customs of the country).</p>	<p><u>VPA:</u> DA.CN.10.HSIII.b DA.CN.11.HSIII.a DA.RE.7.HSIII.b</p> <p><u>Technology:</u> 8.1.2.A.2 8.1.8.E.1 8.1.12.E.1</p> <p><u>Interdisciplinary:</u> NJSLSA.R.1 RH.9-10.3 & 9</p>	2-3 weeks
2- Ballet	<p>Ballet has progressed through three different genres.</p> <p>Many classical ballets are still being performed by contemporary ballet companies.</p> <p>Ballet technique is the core foundation of dance.</p> <p>The ballet influencers/figures from the 19th and 20th century are still being credited in the ballet world today.</p>	<p><u>VPA:</u> DA.PR.5.HSIII.a DA.CN.11.HSIII.a DA.RE.8.HSIII.a DA.RE.9.HSIII.a</p> <p><u>Technology:</u> 8.1.2.A.2 8.1.5.E.1</p> <p><u>Interdisciplinary:</u> NJSLSA.R.1 RH.9-10.9</p>	4-6 weeks
3- Modern	<p>Modern has progressed and developed throughout the years and is still changing today.</p>	<p><u>VPA:</u> DA.CR.1.HSIII.b DA.CR.2.HSIII.a</p>	4-6 weeks

	Many modern dance figures/influencers are still contributing to modern dance today.	DA.PR.5.HSIII.a DA.CN.11.HSIII.a DA.RE.8.HSIII.a DA.RE.9.HSIII.a <u>Technology:</u> 8.1.2.A.2 <u>Interdisciplinary:</u> NJSLSA.R.1 RH.9-10.9	
4- Jazz, Musical Theater, and Tap Dance	Musical theater influenced singing and dancing in movies. Musical theater changed the dance scene drastically. Tap, jazz and musical theater are continuing to influence dance today.	<u>VPA:</u> DA.PR.5.HSIII.a, b, & c DA.CN.10HSIII.b DA.CN.11.HSIII.a DA.RE.7.HSIII.a & b <u>Technology:</u> 8.1.2.A.2 8.1.5.A.5 8.1.12.E.1 <u>Interdisciplinary:</u> NJSLSA.R.1 RH.9-10.9	3-4 weeks
5- Social Dance	Social dance changed through the years based on the events happening in the world. Social dances are constantly changing through the decades.	<u>VPA:</u> DA.PR.4.HSIII.a & b DA.CN.11.HSIII.a DA.RE.7.HSIII.a & b DA.RE.8.HSIII.a	1-2 weeks

		DA.CR.1.HSIII.a & b DA.CR.2.HSIII.b DA.CR.3.HSIII.a <u>Technology:</u> 8.1.2.A.2 8.1.5.A.5 <u>Interdisciplinary:</u> NJSLSA.R.1 RH.9-10.2 & 4	
6- Dance Production, Composition and Dance Educations and Careers	The steps and strategies of the choreographic process. How to manipulate the choreographic devices. How improvisation can influence choreography. The process of a show performance.	<u>VPA:</u> DA.PR.5.HSIII.a DA.PR.6.HSIII.b DA.CN.10.HSIII.a DA.CN.11.HSIII.a DA.RE.9.HSIII.a DA.CR.1.HSIII.a DA.CR.2.HSIII.a DA.CR.3.HSIII.a <u>Technology:</u> 8.1.2.A.2 8.1.5.A.5 <u>Interdisciplinary:</u> NJSLSA.R.1 RH.9-10.2 & 9	10-12 weeks

Unit Plans

Content Area:	College Dance	Grade(s) 11 & 12
Unit Plan Title:	Unit One: Safety Guidelines & Functions of Dance in Early Society	
Overview/Rationale		
In this unit, students will study the Safety Guidelines and Functions of Dance in Early Society in dance. Students will study key concepts which include various eras of dance in society and how dance progressed through the years. Students will explore dance in other cultures and how other cultures influenced dance today.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Connecting</u> DA.CN.10.HSIII b. Collaborate to research and compare multiple aspects of the cross-cultural, social or historical development and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project, and document the process of investigation and application.</p> <p>DA.CN.11.HSIII Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.</p> <p><u>Responding</u> DA.RE.7.HSIII b. Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>		
VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)		

1.4.12.A.2 Use domain-specific dance terminology to compare and contrast culturally diverse choreographic, self, and peer-generated dance works and speculate on the choreographer's artistic/aesthetic intent, citing clues within the dance to substantiate the hypothesis.

1.4.12.A.3 Categorize the attributes of various genres of dance regarding choreographic style, historical significance, craftsmanship, cultural context, and originality and emulate stylistic nuances from diverse dance traditions in the creation and performance of original choreography.

1.4.12.A.4 Compare and contrast diverse choreographic pieces and discuss how exposure to different cultural influences affect emotional, intellectual, and kinesthetic responses broadens perceptions.

1.4.12.B.1 Develop and employ rubrics and holistic scoring guides to critique dance masterworks from diverse cultural contexts and historical eras, as well as self and peer-generated choreography, using the elements of dance (e.g., time, space and energy) and principles of design (e.g., repetition, balance, emphasis, unity, variety, and rhythm) to evaluate works dance.

1.4.12.B.3 Compare, contrast and define the role of dance creation and performance in a global society.

1.2.12.A.1 Examine attitudes towards time in diverse world culture dances through history (e.g., *Galliard/Pavans* in French court dancing, *Allegro and Adagio* phrases in Ballet, slow motion in *Buto* dance, Merce Cunningham's deconstruction of time in modern dance, *Pattin' Juba dances of Giouba*, Haitian *Djouba* dance), *Flamenco*, new western approaches to scored sound as music such as in the Broadway show *Stomp* etc.). Create and perform a movement sequence emphasizing the dance element of time.

1.2.12.A.1 Differentiate dance works from various world cultures and historical eras that focus on applications of variations in energy (e.g., Alvin Ailey's *Revelations*, *Aureole* by Paul Taylor, and *Moor's Pavane* by José Limon etc.). Create and perform a movement sequence using the dance element energy (e.g., sharp vs. sustained, strong vs. light, free vs. bound) as the primary influence of choreographic invention.

1.3.12.A.3 Demonstrate proficiency in a variety of partnering techniques using proper/safe applications of body mechanics.

Physical Education Standard(s)/Strands

A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

C. Sportsmanship, Rules, and Safety: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.12.E.1: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply proceed them.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Dance was used for communication at an early time
- Various cultures use dance in their learnings
- Dance has progressed through the years/eras and continues to change today
- How dance evolved from one era to the next.
- The major dance influences from specific eras.
- How dance reflected the culture of society(i.e How dance in Greece reflected the people and customs of the country.)

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What was society like during prehistoric times?
 What was society like during the Middle Ages and Renaissance times?
 Who were the dancers and other contributors to dance during this period?
 What were the relationships like between dances, music, and other arts that supported dance during this period?
 What were the significant dances, ballets, and dance literature of the period?
 What are dance rituals?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
	X	Health Literacy		E	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E	Communication and Media Fluency
				E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- The five eras of dance
- The advancements in dance through the years

Students will be able to (do)...

- Identify and elaborate the five eras of dance

<ul style="list-style-type: none"> • How dance effected people in the communities in each era • What dance represented in different cultures • How society influenced dance during the prehistoric, Middle Age, and Renaissance time periods. • How to create their own dance choreography corresponding with learned genre 	<ul style="list-style-type: none"> • Identify and execute different genres of dance from the five eras of dance • Identify and elaborate the influences during the dance eras.
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students will watch various dance theme videos via YouTube. Students will create their own specific era movement for a project grade. Students will further their understanding for the genre in the era with a research paper. Students will perform the dance to the class. • Create their own form of ritual dance as a solo. 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> • Dance Timeline Project • Dance and Society: Paleolithic, Neolithic and Medieval Period Paper • Contemporary and Renaissance Dance Paper • Dance and Today Paper • Daily Journal Entries • Discussion questions prompts • Dance Culture project • Unit Test (to be created) • Quizzes (to be created)
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will create their own ritual dances and perform them in front of the class. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

Resources	
“Dance as an Art Form” from <i>Learning About Dance</i> , by Nora Ambrosia (Chapter 1 page 3-17) (Chapter 8 page 21-35) “Cultural Dances” Handout “25 Amazing Dances from Around the World” Handout YOUTUBE	
Suggested Time Frame:	2-3 weeks

Content Area:	Introduction to Dance
Unit Plan Title:	Unit Two: Ballet
Overview/Rationale	
In this unit, students will study the evolution of ballet through the three styles of the genre and the dance masters and professional who impacted the genre. Students will explore and execute ballet technique through ballet barre and center movement.	
Visual and Performing Arts Standard(s)/Strand(s)	
<p><u>Performing</u> DA.PR.5.HSIII: a. Embodiment principles to technical dance skills in complex choreography in a variety of dance genres and styles.; b. Embodiment complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.; c. Perform complex movement sequences and choreography integrating somatic practices and movement principles.</p> <p><u>Responding</u> DA.RE.8.HSIII: a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology. DA.RE.9.HSIII: a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.</p> <p><u>Connecting</u> DA.CN.11.HSIII: a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.</p>	
VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)	

1.3.12.A.1 Integrate codified movement vocabulary from a variety of dance genres (e.g. chaines, chasse, Pa de bourrée, Assemblée [ballet]; step-ball-change, hitch kick, flat back layout, [jazz]; drop swings, grounded runs, axial turns [modern]...) into an original solo and/or ensemble composition.

1.3.12.A.3 Demonstrate and perform anatomically correct principles of body alignment, pelvic placement, core strength, use of leg rotation, and balance with musicality and movement efficiency when executing basic technique in a variety of dance genres.

1.3.12.A.1 Utilize movement vocabulary from a variety of dance genres as the genesis for the invention of new movement vocabulary.

1.4.12.B.2 Critique the technical proficiency and presentation in created dance works using a rubric that defines (e.g., Ballet: spinal alignment, turnout, ballet vocabulary; Modern: off vertical dynamic alignment, full dynamic range use of weight, body articulation/connectivity; Jazz: technical clarity, rhythmic acuity, accuracy of movement, direction of focus).

Physical Education Standard(s)/Strands

A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

C. Sportsmanship, Rules, and Safety: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.E.1: Using 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.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Ballet has progressed through three different genres.
- Many classical ballets are still being performed by contemporary ballet companies.
- Ballet technique is the core foundation of dance.
- The ballet influencers/figures from the 19th and 20th century are still being credited in the ballet world today.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What are three eras of ballet?
- Who are the major contributors/figures of ballet?
- What is the significance of the Russian influence?
- What are some of the similarities between classical ballet and contemporary ballet? What are some differences?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving

		Environmental Literacy		T	Creativity and Innovation
		Health Literacy		E	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

	E	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being
	E	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	T	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

	E	CRP9. Model integrity, ethical leadership, and effective management
	T	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	T	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none">• The basic ballet vocabulary• The ballet positions (feet and arms)• The three eras of ballet (romantic, classical and contemporary)• The contributors to ballet• The order of a ballet barre and center class	Students will be able to (do)... <ul style="list-style-type: none">• Execute the ballet positions (feet and arms)• Execute and identify ballet vocabulary forms• Identify the eras of ballet through characteristics and knowledge of specific ballets• Complete a ballet barre and center class	
Assessment Evidence:		
Performance Tasks: <ul style="list-style-type: none">• Students will take ballet barre and center class daily• Students will learn and execute ballet movement and choreography	Other Assessment Measures: <ul style="list-style-type: none">• Weekly journal entries, reflecting on movement in class and self-assessment.• Daily participation• Daily readings from textbook and handouts from online data bases.• Homework will be assigned daily from textbooks and movement assignments.• Vocabulary quizzes will be given throughout the unit.• Paper assignment: Compare and contrast the three eras of ballet-	

	<p>Classical, Romantic and Contemporary.</p> <ul style="list-style-type: none"> • Project- Research ballet from one of the eras. • Project- Ballerina project • End of Unit Test
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • Students will chose a ballerina from dance history and research their life. Students will create combinations based off the ballerina's era and famous dance works. <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Resources</p>	
<p>"Dance as an Art Form" from <i>Learning About Dance</i>, by Nora Ambrosia (Chapter 5 pages 53-76)</p> <p>"Giselle" https://www.youtube.com/watch?v=NxNRPIXQ2U</p> <p>"Swan Lake" https://www.youtube.com/watch?v=KhtHZCO684I</p> <p>"First Position" https://www.youtube.com/watch?v=lqjlWdHitNo</p> <p>"A Ballerina's Tale" Misty Copeland Documentary via DVD</p> <p>"Tracing Ballet's Cultural History Over 400 Years" worksheet</p> <p>"7 Principles of Classical Ballet" worksheet</p> <p>"Basic Principles for Older Beginners" worksheet</p> <p>"The Point of Pointe Shoes" worksheet</p>	

Suggested Time Frame:	4-6 weeks
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Content Area:	College Dance	Grade(s) 11 & 12
Unit Plan Title:	Unit Three: Modern	
Overview/Rationale		
In this unit, students will study modern dance and post-modern dance. Students will explore and execute modern technique through technique class, choreography and combinations. Students will be able to identify modern dance influences through characteristics of their movement.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Creating</u></p> <p>DA.CR.1.HSIII: b. Identify, analyze, and transform movement preferences/salient characteristics of self and/or others to expand movement possibilities and take risks to discover unexpected solutions.</p> <p>DA.CR.2.HSIII: a. Demonstrate fluency of choreographic elements, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry.</p> <p><u>Performing</u></p> <p>DA.PR.5.HSIII: a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.c. Perform complex movement sequences and choreography integrating somatic practices and and movement principles.</p> <p><u>Responding</u></p> <p>DA.RE.8.HSIII: a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology.</p> <p>DA.RE.9.HSIII: a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.</p> <p><u>Connecting</u></p> <p>DA.CN.11.HSIII: a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance</p>		

observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

- 1.4.12.A.4** Compare and contrast diverse choreographic pieces and discuss how exposure to different cultural influences affect emotional, intellectual, and kinesthetic responses broadens perceptions.
- 1.4.12.B.1** Develop and employ rubrics and holistic scoring guides to critique dance masterworks from diverse cultural contexts and historical eras, as well as self and peer-generated choreography, using the elements of dance (e.g., time, space and energy) and principles of design (e.g., repetition, balance, emphasis, unity, variety, and rhythm) to evaluate works dance.
- 1.4.12.B.2** Critique the technical proficiency and presentation in created dance works using a rubric that defines (e.g., Ballet: spinal alignment, turnout, ballet vocabulary; Modern: off vertical dynamic alignment, full dynamic range use of weight, body articulation/connectivity; Jazz: technical clarity, rhythmic acuity, accuracy of movement, direction of focus).
- 1.4.12.B.2** Use a rubric to define how the significance and meaning may impact perceptions in dance works (e.g., musicality, focus, style, and dynamic range).
- 2.12.A.1** Observe how choreographic use of space is employed to create/support ambiance in culturally-based, historically significant dance master works (e.g., Agnes DeMille's *Rodeo*, Martha Graham's *Application Spring*, Michel Fokine's *Petrouchka*, and George Balanchine's *Serenade* etc.).
- 1.2.12.A.1** Examine attitudes towards time in diverse world culture dances through history (e.g., *Galliard/Pavans* in French court dancing, *Allegro and Adagio* phrases in Ballet, slow motion in *Buto* dance, Merce Cunningham's deconstruction of time in modern dance, *Pattin' Juba dances of Giouba*, Haitian *Djouba* dance), *Flamenco*, new western approaches to scored sound as music such as in the Broadway show *Stomp* etc.). Create and perform a movement sequence emphasizing the dance element of time.
- 1.2.12.A.1** Differentiate dance works from various world cultures and historical eras that focus on applications of variations in energy (e.g., Alvin Ailey's *Revelations*, *Aureole* by Paul Taylor, and *Moor's Pavane* by José Limon etc.). Create and perform a movement sequence using the dance element energy (e.g., sharp vs. sustained, strong vs. light, free vs. bound) as the primary influence of choreographic invention.

Physical Education Standard(s)/Strands

- A. Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.
- C. Sportsmanship, Rules, and Safety:** Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Modern has progressed and developed throughout the years and is still changing today.
- Many modern dance figures/influencers are still contributing to modern dance today.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What was society like during this time period?
 Who were the pioneers of modern dance?
 What is the post-modern dance era? How does it differ from pioneer era?
 Who were the major figures/influencers of this time?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
		Health Literacy		E	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
T	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Who the modern dance pioneers were and how they influenced the dance world even today.
- The basic technique of modern dance
- Modern dance vocabulary terms
- The difference between modern and post-modern

Students will be able to (do)...

Execute the modern dance movements.
Execute and identify modern dance forms.
Identify the influencers movement through characteristics from each figure.
Complete a modern dance class.

dance.	Execute modern dance choreography.
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Students will take modern technique movement class daily. Students will learn and execute modern movement and choreography. Students will create their own modern dance choreography and combinations. 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> Weekly journal entries, reflecting on movement in class and self-assessment. Daily participation Daily readings from textbook and handouts from online data bases. Homework will be assigned daily from textbooks and movement assignments. Vocabulary quizzes will be given throughout the unit. Paper assignment: Stages of Modern paper Modern Dance influence project End of Unit Test
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> Students will chose a modern dancer from the pioneer, second generation, and post-modern dance eras. Students will compare and contrast each dance influencer. Students will then create multiple combinations using all 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

three influencers.	
<i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i>	
Resources	
<p>"Dance as an Art Form" from <i>Learning About Dance</i>, by Nora Ambrosia (Chapter 6 page 75-106) (Chapter 7 page 107-111)</p> <p>"One Flat Thing: Reproduced" https://www.youtube.com/watch?v=cufauMezz_Q</p> <p>"Lamentation" https://www.youtube.com/watch?v=xgf3xgbKYko&t=133s</p> <p>"Beach Birds" https://www.youtube.com/watch?v=0IH_rrpj0CU</p> <p>"Doris Humphrey Technique" https://www.youtube.com/watch?v=1-yn_Kw2O40</p> <p>"Mark Morris" https://www.youtube.com/watch?v=R6nPAS3WNIU</p> <p>"The History of Modern Dance"</p> <p>"I See America Dancing"</p> <p>"Can Modern Dance Be Preserved"</p>	
Suggested Time Frame:	4-6 weeks

Content Area:	College Dance	Grade(s) 11 & 12
Unit Plan Title:	Unit Four: Jazz, Musical Theater, and Tap Dance	
Overview/Rationale		
In this unit, students will study jazz, musical theater and tap dance. Students will explore and execute tap, jazz and musical theater through technique class, choreography and combinations. Students will be able to identify jazz, tap and musical theater characteristics of their movement and through educational videos. Students will have a better understanding of each genre by the end of the unit.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p><u>Performing</u> DA.PR.5.HSIII</p> <p>a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.</p> <p>b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.</p> <p>c. Perform complex movement sequences and choreography integrating somatic practices and and movement principles.</p> <p><u>Responding</u> DA.RE.7.HSIII</p> <p>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p> <p>b. Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p> <p><u>Connecting</u> DA.CN.10.HSIII</p> <p>b. Collaborate to research and compare multiple aspects of the cross-cultural, social or historical development and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project, and document the process of investigation and application.</p> <p>DA.CN.11.HSIII</p> <p>a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing</p>		

and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.4.12.A.1 Compare and contrast the value, integrity and cultural traditions of the people to discern the cultural implications in masterworks of dance (e.g., Agnes DeMille's *Rodeo*, Luke Cresswell and Steve McNicholas's *Stomp*, George Balanchine's *Serenade*, etc.).

1.4.12.A.2 Use domain-specific dance terminology to compare and contrast culturally diverse choreographic, self, and peer-generated dance works and speculate on the choreographer's artistic/aesthetic intent, citing clues within the dance to substantiate the hypothesis.

1.4.12.A.3 Categorize the attributes of various genres of dance regarding choreographic style, historical significance, craftsmanship, cultural context, and originality and emulate stylistic nuances from diverse dance traditions in the creation and performance of original choreography.

1.4.12.A.4 Compare and contrast diverse choreographic pieces and discuss how exposure to different cultural influences affect emotional, intellectual, and kinesthetic responses broadens perceptions.

1.4.12.B.1 Develop and employ rubrics and holistic scoring guides to critique dance masterworks from diverse cultural contexts and historical eras, as well as self and peer-generated choreography, using the elements of dance (e.g., time, space and energy) and principles of design (e.g., repetition, balance, emphasis, unity, variety, and rhythm) to evaluate works dance.

1.4.12.B.2 Critique the technical proficiency and presentation in created dance works using a rubric that defines (e.g., Ballet: spinal alignment, turnout, ballet vocabulary; Modern: off vertical dynamic alignment, full dynamic range use of weight, body articulation/connectivity; Jazz: technical clarity, rhythmic acuity, accuracy of movement, direction of focus).

1.2.12.A.2 Compare and contrast the impact of technology on dance performances from diverse cultures and historical eras (e.g., Bollywood productions, -Fred Astaire dancing on the ceiling Royal Wedding, Chris Zeigler's CELLBYTES 2000 – a virtual dance created in a motion capture lab, Ghost Stories by Bill T. Jones, Troika Ranch's use of body sensors enabling dancing interactively with space using electronic triggers etc.). Create a movement sequence that uses technology to enhance the visual experience.

Physical Education Standard(s)/Strands

A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

C. Sportsmanship, Rules, and Safety: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

8.1.12.E.1: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Musical theater influenced singing and dancing in movies.
- Musical theater changed the dance scene drastically.
- Tap, jazz and musical theater are continuing to influence dance today

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How is tap dance different from other forms of dance?
 How did Musical Theater influence Jazz dance?
 Who are the major contributors/figures of tap, jazz and musical theater?
 What are some of the similarities between jazz and musical theater?
 How did musical theater influence dance and singing in movies?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
		Health Literacy			Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
T	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- The how jazz, tap and musical theater started and adapted through the years.

Students will be able to (do)...

- Identify each genre through various characteristics
- Execute tap, jazz and musical theater technique

<ul style="list-style-type: none"> • The characteristics of tap, jazz and musical theater. • The major figures of tap, jazz and musical theater. • The basic technique of each genre 	<ul style="list-style-type: none"> • Complete tap, jazz and musical theater classes • Identify influencers of each genre
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Musical Theater Choreography Project • Technique class in tap, jazz and musical theater genres 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> • Weekly journal entries, reflecting on movement in class and self-assessment. • Daily participation • Daily readings from textbook and handouts from online data bases. • Homework will be assigned daily from textbooks and movement assignments. • Vocabulary quizzes will be given throughout the unit. • End of Unit Test
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> • As a group, students will have to create a new musical theatre production. Students will have to choose music, movement, and dialogue. Students will present their musical 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

<p>theatre number.</p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	
Resources	
<p>“Dance as an Art Form” from <i>Learning About Dance</i>, by Nora Ambrosia (Chapter 9 pages 125-146)</p> <p>“Cups” Tap Dance https://www.youtube.com/watch?v=Q4FYNF02yEM</p> <p>“Urinetown: The Musical” https://www.youtube.com/watch?v=-LPyV6RBzYw</p> <p>“Jasmine Meakin-Wiggle” https://www.youtube.com/watch?v=l0pf8AxCVuk</p> <p>“All That Jazz” https://www.youtube.com/watch?v=ZW8LjDai5YA</p> <p>“Bob Fosse Choreography” https://www.youtube.com/watch?v=ZW8LjDai5YA</p> <p>“Singing in the Rain: Good Morning” https://www.youtube.com/watch?v=Yu6--WBPBHo&t=43s</p> <p>“Jazz Dance Packet”</p> <p>“What is the Difference Between Jazz Dance and Contemporary Dance”</p> <p>“History of Tap”</p> <p>“Up From the Hold”</p>	
Suggested Time Frame:	3-4 Weeks

Content Area:	College Dance	Grade(s) 11 & 12
Unit Plan Title:	Unit Five: Social Dance	
Overview/Rationale		
In this unit, students will study social dance. Students will explore and execute social dance through various partner activities. Students will be able to identify social dance styles through characteristics of their movement and via videos.		
Visual and Performing Arts Standard(s)/Strand(s)		
<p>Creating DA.CR.1.HSIII a. Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g. improvisational approaches). b. Identify, analyze, and transform movement preferences/salient characteristics of self and/or others to expand movement possibilities and take risks to discover unexpected solutions.</p> <p>DA.CR.2.HSIII b. Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.</p> <p>DA.CR.3.HSIII a. Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>Performing DA.PR.4.HSIII a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic). Work with and against rhythm of</p>		

accompaniment or sound environments.

Responding

DA.RE.7.HSIII

- a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- b. Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA.RE.8.HSIII

- a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology.

Connecting

DA.CN.11.HSIII

Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.1.12. A.4 Demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres.

1.1.12.A.4 Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.

1.1.12.A.4 Demonstrate balance and coordination in choreography and performance in a variety of dance genres.

Physical Education Standard(s)/Strands

A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.

C. Sportsmanship, Rules, and Safety: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices meaning and tone.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Social dance changed through the years based on the events happening in the world.
- Social dances are constantly changing through the decades.

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What events influenced social dance through the years?
 How did events change the characteristics of social dance?
 What are the styles of social dance?
 Who were the major figures of social dance?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
		Health Literacy		T	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
T	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- The various social dance styles
- The characteristics of social dance

Students will be able to (do)...

- Execute the basic steps of each style
- Identify the influencers of each style

<ul style="list-style-type: none"> The basic history of each style 	<ul style="list-style-type: none"> Identify characteristics of each style Perform short combinations/choreography of each style
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Movement assessments weekly/bi-weekly 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> Weekly journal entries, reflecting on movement in class and self-assessment. Daily participation Daily readings from textbook and handouts from online data bases. Homework will be assigned daily from textbooks and movement assignments. Vocabulary quizzes will be given throughout the unit. End of Unit Test
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> “Dancing with your Classmates” Spinoff of “Dancing with the Stars”- students will recreate the hit show with a partner. Students will chose a genre of social dance and create a dance via videos, characteristics and technique. Students will “compete” until a winner is announced. 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>

<i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i>	
Resources	
<p>“Dance as an Art Form” from <i>Learning About Dance</i>, by Nora Ambrosia (Chapter 10 pages 147-157)</p> <p>“Dancing with the Stars” Channel https://www.youtube.com/user/ABCDWTS</p> <p>“So You Think You Can Dance” Channel https://www.youtube.com/channel/UCQ3qd_tz3GBCzCT76-yXQCw</p> <p>“Social Dance and Their Histories”</p>	
Suggested Time Frame:	1-2 weeks

Content Area:	College Dance
Unit Plan Title:	Unit Six: Dance Production, Composition and Dance Educations and Careers
Overview/Rationale	
In this unit student will explore and execute the choreographic process. Students will use the elements of dance, choreographic devices and performance elements to create a stimuli, motif and choreography that will be performed in the yearly dance showcase. Students will track their process through journal entires, movement assessments and feedback from their classmates and teacher.	
Visual and Performing Arts Standard(s)/Strand(s)	
<p><u>Creating</u></p> <p>DA.CR.1.HSIII: a. Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g. improvisational approaches). b. Identify, analyze, and transform movement preferences/salient characteristics of self and/or others to expand movement possibilities and take risks to discover unexpected solutions. c. Synthesize content generated from multi-faceted stimuli to choreograph a sophisticated and innovative dance composition. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>DA.CR.2.HSIII: a. Demonstrate fluency of choreographic elements, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry. b. Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.</p> <p>DA.CR.3.HSIII: a. Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent. b. Apply recognized systems of dance documentation and symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.</p> <p><u>Performing</u></p> <p>DA.PR.5.HSIII: a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles. b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles. c. Perform complex movement sequences and choreography integrating somatic practices and and movement principles.</p> <p>DA.PR.6.HSIII b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production</p>	

elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues, with regards to the environment, production elements, and audience response.

Responding

DA.RE.9.HSIII: a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

Connecting

DA.CN.10.HSIII: a. Review choreography developed over time with respect to its content and context and its relationship to one's personal perspectives. Reflect upon and analyze the components that contributed to changes in one's personal growth.

DA.CN.11.HSIII: a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

VPA Cumulative Progress Indicator(s) and Number(s) (Established Goals)

1.1. 12.A.1 Choreograph and perform short solo and group dances that incorporate the choreographic structures or forms of palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.

1.1.12.A.2 Create short solo and/or group choreography that utilizes kinesthetic awareness, and effective use of the elements of dance, the choreographic principles and choreographic structure.

1.3.12.A.1 Utilize movement vocabulary from a variety of dance genres as the genesis for the invention of new movement vocabulary.

1.3.12.A.1 Use improvisation as a choreographic tool to combine body actions, dynamics, space, relationships, props and vocalization influenced by a variety of dance genres in order to create unique personalized statements in dance composition.

1.3.12.A.2 Use various choreographic structures such as ABA, rondo, theme and variation, canon, palindrome, and suite to create and perform theme-based solo and/or ensemble dances that cohesively develop a concept and demonstrate aesthetic unity.

1.3.12.A.2 Use choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion to integrate and recombine movement vocabulary drawn from a variety of dance genres.

1.3.12.A.1 Create and perform a solo or ensemble composition using improvisation as a choreographic tool including. Include the planned exploration of technical skills and abilities in the discovery of new combinations that bring attention to the refinement of technical skills and thought processes inherent in the design and construction of dance sequences.

1.3.12.A.1 Integrate codified movement vocabulary from a variety of dance genres (e.g. chaines, chasse, Pa de bourrée, Assemblée [ballet]; step-ball-change, hitch kick, flat back layout, [jazz]; drop swings, grounded runs, axial turns [modern]...) into an original solo and/or ensemble

composition.

1.3.12.A.3 Use expressive musical phrasing and dynamic control (e.g., affecting effort, weight, space, time) in the creation and performance of dances from varied genres.

Physical Education Standard(s)/Strands

- A. **Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.
- B. **Strategy:** Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- C. **C. Sportsmanship, Rules, and Safety:** Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

PE Cumulative Progress Indicator(s) and Number(s) (Established Goals)

2.5.12.A.1: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance or recreational activity to another.

2.5.12.A.2: Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

2.5.12.C.3: Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).

2.5.12.A.3, 2.5.12.A.4: Design and lead rhythm activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

2.5.12.B.3: Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.

Technology Standard(s)

8.1.2.A.2: Create a document using a word processing application.

8.1.5.A.5: Create and use a database to answer basic questions.

Interdisciplinary Standard(s)

NJSLSA.R1: Read closely to determine what the texts says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- The steps and strategies of the choreographic process
- How to manipulate the choreographic devices
- How improvisation can influence choreography
- The process of a show performance

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What is the purpose of a stimuli?

What are the elements of dance?

How does a motif and stimuli work together?

What is dance composition?

What are choreographic devices?

What are the four canon forms? How do we apply them to choreography?

What are the stage production jobs?

What are gel lighting plates and how are they used in the theater?

What should one look for when designing lights for a show?

What are the important parts of the stage?

How do costumes influence a performance?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills		
	X	Global Awareness		T	Critical Thinking & Problem Solving
		Environmental Literacy		T	Creativity and Innovation
		Health Literacy		T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being
	E	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	T	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	T	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	T	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> • The choreographic devices and how they support choreography • How to conduct the choreographic process • Roles of the choreographer • What each stage job entails. • How lighting effects a performance. • How to work a light board. 		<ul style="list-style-type: none"> • Create a stimuli • Create a motif • Use the choreographic devices through the choreographic process to create choreography • Create lighting designs for shows. • Create their own costumes. • Understand and execute stage production jobs.

<ul style="list-style-type: none"> The breakdown of the stage. 	<ul style="list-style-type: none"> Complete a dance work through the choreographic process Perform in the dance showcase
Assessment Evidence:	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Create a motif (36-48 counts) using a stimuli Create movement using the choreographic devices (in groups) and identify the devices. Create choreography in either solos, duets, small groups or large group settings. Students will create lighting design for the Dance Showcase. Students will create their own costumes for their dance piece. Students will learn and execute various stage production jobs including: Stage Manager, Assistant Stage Manager, Light Designer, Sound board, Set designer, Costume designer, Program designer, Choreographer etc. 	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> Weekly journal entries, reflecting on movement in class and self-assessment. Daily participation Daily readings from textbook and handouts from online data bases. Homework will be assigned daily from textbooks and movement assignments. Vocabulary quizzes will be given throughout the unit. Paper assignment: Critique various dance videos and self-critique throughout the unit and final performance. End of Unit Test
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <ul style="list-style-type: none"> Students will create dance movement through various exercises. Students will explore the various areas of stage production Students will explore the light board 	<p>Consider how will the design will:</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p>

<p>in the PAC.</p> <p><i>D= Preferred seating, additional study guides, assignment adjustments and extended times on quizzes, tests and assignments.</i></p>	<p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Resources	
<p>"Dance as an Art Form"from <i>Learning About Dance</i>, by Nora Ambrosia (Chapter 11 pages 161-176) (Chapter 12 pages 177-181)</p> <p>"Dance Toolkit - Choreographic Devices: Canons"https://www.youtube.com/watch?v=9pAU6j8LZ2U</p> <p>"Dance Toolkit - Choreographic Device Repetition and Retrograde"https://www.youtube.com/watch?v=q90cM7fqpvY</p> <p>"A Choreographer's Creative Process in Real Time Wayne McGregor TED Talks" https://www.youtube.com/watch?v=KPPxXeolzRY&t=422s</p> <p>"Dance Toolkit - Dance Elements: Form"https://www.youtube.com/watch?v=QPZj3n8Y6yk</p> <p>"CHOREOGRAPHIC TOOLS: EP-105 "RETROGRADE"https://www.youtube.com/watch?v=0LwHdclK5A</p> <p>"Professional Ballerina"https://www.youtube.com/watch?v=efMymYGo0LQ&t=42s</p> <p>"Choreographer"https://www.youtube.com/watch?v=dI9NMCK3IsE</p> <p>"Studio Owner"https://www.youtube.com/watch?v=okq_-q7YUVU</p> <p>"Dance Education"https://www.youtube.com/watch?v=FvEahrz9col</p> <p>"The Elements of Dance"</p> <p>"Dance Glossary"</p> <p>"Improvisational Score project"</p> <p>"Types of Dances"</p> <p>"Choreographic Devices"</p> <p>"Dance Composition Resource Sheet"</p> <p>"Elements of Composition"</p>	
Suggested Time Frame:	10-12 weeks

Curricular Map of High School Student Learning Standards for College Dance

	Dance History	Dance 1	Dance 2	College Dance
Creating				
Anchor Standard: 1. Generate and conceptualize artistic ideas and work.				
DA:Cr1.1.HSI a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	X	X		
b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.		X		
DA:Cr1.1.HSII a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.			X	
b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.			X	
DA:Cr1.1.HSIII a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.				X
b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.				X
Anchor Standard: Organize and develop artistic ideas and work.				
DA:Cr2.1.HSI a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	X	X		
b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.				

	Dance History	Dance 1	Dance 2	College Dance
DA:Cr2.1.HSII				
a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.			X	
b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.			X	
DA:Cr2.1.HSIII				
a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.				X
b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.				X
Anchor Standard: Refine and complete artistic work.				
DA:Cr3.1.HSI				
a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.		X		
b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.				
DA:Cr3.1.HSII				
a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.			X	
b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
DA:Cr3.1.HSIII				
a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).				
Performing				
Anchor Standard: Select, analyze, and interpret artistic work for presentation.				
DA:Pr4.1.HSI a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.		X		
b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.				
c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.				
DA:Pr4.1.HSII a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.			X	
b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”			X	
c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.			X	
DA:Pr4.1.HSIII a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.				X
b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example,				X

	Dance History	Dance 1	Dance 2	College Dance
contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.				
c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.				
Anchor Standard: Develop and refine artistic technique and work for presentation.				
DA:Pr5.1.HSI				
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.		X		
b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.				
c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.				
DA:Pr5.1.HSII				
a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.			X	
b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.			X	
c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Pr5.1.HSIII				
a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.				X
b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.				X
c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.				X
Anchor Standard: Convey meaning through the presentation of artistic work.				
DA:Pr6.1.HSI				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.		X		
b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.				
DA:Pr6.1.HSII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.			X	
b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.			X	
DA:Pr6.1.HSIII				
a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and				

	Dance History	Dance 1	Dance 2	College Dance
cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.				
b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.				X
Responding				
Anchor Standard: Perceive and analyze artistic work.				
DA:Re7.1.HSI	X	X		
a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.				
b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.	X	X		
DA:Re7.1.HSII				
a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.			X	
b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.			X	
DA:Re7.1.HSIII				X
a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of				

	Dance History	Dance 1	Dance 2	College Dance
movement and their relationships create well-structured and meaningful choreography.				
b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.				X
Anchor Standard: Interpret intent and meaning in artistic work.				
DA:Re8.1.HSI a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.	X	X		
DA:Re8.1.HSII a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.			X	
DA:Re8.1.HSIII a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.				X
Anchor Standard: Apply criteria to evaluate artistic work.				
DA:Re9.1.HSI a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	X	X		
DA:Re9.1.HSII a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.			X	

	Dance History	Dance 1	Dance 2	College Dance
DA:Re9.1.HSIII a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.				X
Connecting				
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.				
DA:Cn10.1.HSI a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	X	X		
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.	X	X		
DA:Cn10.1.HSII a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.			X	
b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.			X	
DA:Cn10.1.HSIII a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.				X

	Dance History	Dance 1	Dance 2	College Dance
b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.				X
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				
DA:Cn11.1.HSI a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	X	X		
DA:Cn11.1.HSII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.			X	
DA:Cn11.1.HSIII a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.				X