



MIDDLE TOWNSHIP HS DANCE TECHNIQUE I & II CURRICULUM

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

Born: 2017

Revised: 2023



Middle Township High School

Dance Technique I

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ACKNOWLEDGMENTS

Dr. David Salvo, Superintendent of Schools

Dr. Toni Lehman, Director of Curriculum and Instruction

Morgan Tridente, High School Teacher

PURPOSE

In Dance Technique 1, students will learn to connect, create, perform, and respond through the practice and study of a variety of dance domains with a focus on the distinct genres and techniques of Ballet, Jazz, and Modern Dance. Throughout the course, students will gain technique, movement, and performance skills with an emphasis on proper body alignment. In addition, historical overview of the evolution of dance and its relationships to political, cultural, and social issues. Students will study the vocabulary of the dance and other affiliated areas. Students will examine, review, demonstrate, and evaluate the works of choreographers and choreography from traditional, contemporary, and world dance forms. By studying the choreographic processes of others and by participating in improvisation and compositional studies, students will gain the skills and understanding necessary to construct dance both alone and in groups. Completion of this course will prepare students for prospective study in Dance 2.

GOALS

1. All students will learn the values and gain a deeper understanding of dance as an art form.
2. All students will demonstrate an understanding of movement concepts, a proper dance warm-up, Kinesthetic awareness, and safety principles, as they apply to the learning and performing of the specific dance genres and techniques.
3. All students will comprehend concepts related to health promotion and preventative care in dancers as related to the following content areas; Nutrition and Injury Prevention.

Dance I

Units of Study

High School Dance Technique Scope and Sequence

<i>Units</i>	<i>Estimated Pacing</i>
Unit 1: Creating	<i>Ongoing Approx. 6-8 Weeks</i>
Unit 2: Performing	<i>Ongoing Approx. 2-4 Weeks</i>
Unit 3: Responding	<i>Ongoing Approx. 2-4 Weeks</i>
Unit 4: Connecting	<i>Ongoing Approx. 2-4 Weeks</i>

Course Grading will be calculated as follows:

50% - Class and Performance Participation/Preparedness

25% - Written Assignments and Tests

25% - Rehearsals, Performance Tests and Performances

Unit 1

Unit Title: Creating

Conceiving and Developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Indicators

Explore

1.1.12prof.Cr1a - Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

1.1.12prof.Cr1b - Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

Plan

1.1.12prof.Cr2a - Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.

1.1.12prof.Cr2b - Choose a theme to develop dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Revise

1.1.12prof.Cr3a - Revise a movement study based on self-reflection and feedback from others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.

1.1.12prof.Cr3b - Compare recognized notation systems to document a section of dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter, and word notations).

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards:

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding, and connecting as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand the artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts and cultivate habits of searching for and identifying patterns, and relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Core Instructional and Supplemental Materials

- Teacher-made handouts (hard copy & Google Classroom)
- Choreographic Techniques in Ballet, Jazz, and Modern Dance.
- Examples through available media i.e. YouTube, videos; etc.
- Dance Composition Notebook
- *CLI Studios*

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
- Viewing various dance performances (videos & live)
- Written Response
- End of MP Benchmark

Alternative

- Portfolios—movement (videos) and written

Formative

- Class Participation
- Lecture
- Projects
- Teacher Observation
- Classwork & Rehearsals
- Homework
- Journaling and writing prompts in Dance Composition Books & Google Classroom logs.
- Partner and group work
- Google Docs and Slides
- Exit Tickets

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none"> ● The use of Choreographic Devices and the Elements of Dance enhances and guides the creation of choreography in the Choreographic Process. ● The exploration of Improvisation can be the start of choreography and used throughout the Choreographic Process. ● The Choreographic Process can completely change from start to finish. 	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none"> ● Understand, develop, and explore the Choreographic Process individually and/or group work. ● Analyze and execute Improvisation to explore choreography. ● Create and manipulate choreography in the Choreographic Process by using Choreographic tools and compositional techniques. ● Create a one to one and half minute solo and/or small group and perform the piece in front of the class. ● Analyze and critique self-dance composition pieces. ● Apply the Elements of Dance within the Choreographic Process.

Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
- Preferential placement in class.
- Modifications on homework, classwork, tests, quizzes, project criteria, and rubrics.
- Group works with advanced learners
- Additional small group instruction/practice time will be offered.
- Adapt the way the instruction is delivered.

Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects

Unit 2

Unit Title: Performing

Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art

Indicators

Express

1.1.12prof.Pr4a - Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

1.1.12prof.Pr4b - Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.

1.1.12prof.Pr4c - Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

Embody, Execute

1.1.12prof.Pr5a - Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health, and overall functioning) and safe body-use practices that are essential for the dancer.

1.1.12prof.Pr5b - Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.

1.1.12prof.Pr5c - Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, the release of tension from shoulders; use of vertical, off-center, non-vertical alignment) the body through space.

1.1.12prof.Pr5d - Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates)

1.1.12prof.Pr5e - Demonstrate style/genre-specific vocabulary and codified movements with style/genre-specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation, and body sequencing.

Present

1.1.12prof.Pr6a - Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.12prof.Pr6b - Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.

1.1.12prof.Pr6c - Adapt movements to the performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.12prof.Pr6d - Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

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- Video upload on Google Classroom (portfolio)
- Dance Composition Notebook
- Music and speaker
- *CLI Studios*

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
- Weekly Video uploads of Choreography
- Written Response
- End of MP Benchmark

Alternate

- Portfolios—movement (videos) and written

Formative

- Class Participation
- Lecture
- Projects
- Teacher Observation
- Classwork & Rehearsals
- Homework
- Journaling and writing prompt in Dance Composition Books & Google Classroom logs.
- Partner and group work

- Google Docs and Slides
- Exit Tickets
- Performances in Showcase and other performance opportunities

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none"> ● Understand and demonstrate the proper way to warm up. ● Understand and demonstrate the correct procedures for participation and attending class daily. ● Understand the importance of alignment. ● Understand and use the proper dance technique in the genres of Ballet, Modern, and Jazz Dance. ● Understand and use the proper dance terminology in the genres of Ballet, Modern, and Jazz Dance. ● Understand and participate in a dance performance and the characteristics that go into a good rehearsal and show. ● Understand, apply, and explain the way the human body moves in movement—muscles, tendons, ligaments, and bones. ● Understand how to prevent injuries and how to prevent them. 	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none"> ● Identify the required code of conduct for a dance class ● Demonstrate correct procedures for changing clothing and using the dressing room. ● Demonstrate basic warm-up exercises and how to warm up properly. ● Agree to attend the dance concert dress rehearsal and concert performance ● Demonstrate proper body alignment for dance. ● Demonstrate and identify aesthetics and characteristics of Ballet, Modern, and Jazz dance ● Demonstrate proper dance technique for Ballet, Modern, and Jazz dance ● Discuss and write about Ballet, Modern, and Jazz dance using correct terminology ● Define and use correctly dance terminology ● Actively participate in a good rehearsal and understand the characteristics of a good rehearsal ● Understand and participate in a dance performance ● Define muscle, bone, tendon, ligament ● Identify the locations of major muscle groups ● Explain how muscles, bones, tendons, and ligaments work together to move our bodies

- Explain how knowledge of our body's movements can help prevent injuries
- Explain what to do in the event of an injury

Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
- Preferential placement in class.
- Modifications on homework, classwork, tests, quizzes, project criteria, and rubrics.
- Group works with advanced learners
- Additional small group instruction/practice time will be offered.
- Adapt the way the instruction is delivered.

Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects

Unit 3

Unit Title: Responding

Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators

Analyze

1.1.12prof.Re7a - Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in the context of artistic intent.

1.1.12prof.Re7b - 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 to compare and contrast.

Interpret

1.1.12prof.Re8a - Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre-specific dance techniques.

Critique

1.1.12prof.Re9a - Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

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Career Readiness, Life Literacies, and Key Skills Practices:

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9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

21st Century Skills**The Arts as Communication**

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The Arts as Creative Personal Realization

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The Arts as Culture, History, and Connectors

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The Arts as a Means to Well-Being

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Core Instructional and Supplemental Materials

- Teacher-made handouts (hard copy & Google Classroom)
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- Examples through available media i.e. YouTube, videos; etc.
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- Music and speaker
- *CLI Studios*

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
- Weekly Video uploads of Choreography
- Written Response
- End of MP Benchmark

Alternative

- Portfolios—movement (videos) and written

Formative

- Class Participation
- Lecture
- Projects
- Teacher Observation
- Classwork & Rehearsals

- Homework
- Journaling and writing prompt in Dance Composition Books & Google Classroom logs.
- Partner and group work
- Google Docs and Slides
- Exit Tickets

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. ● Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. ● Criteria for evaluating dance vary across genres, styles, and cultures. 	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none"> ● Explain the important role that dance plays in society ● Explain how ballet evolved from court dancing and identify several ballets, ballet companies, and ballet choreographers ● Understand the history of Modern dance ● Identify Modern dance pioneers and choreographers, and choreographic works. ● Identify the origins of Jazz dance including dance pioneers, choreographers, and choreographic works. ● View a performance/dance film and discuss specific terminology and aspects of the performance. ● Write a dance critique.

Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
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- Adapt the way the instruction is delivered.

Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects

Unit 4

Unit Title: Connecting

Relating artistic ideas and work with personal meaning and external content. The aspects of these learning activities may also apply to other units of this curriculum.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Synthesize

1.1.12prof.Cn10a - Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.12prof.Cn10b - Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

Relate

1.1.12prof.Cn11a - Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives, and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.

Standards that Support Learning

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- Partner and group work
- Google Docs and Slides
- Exit Tickets

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none"> ● Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. 	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none"> ● Describe the meaning and artistic expression of dance and the use of the body, Elements of Dance, Dance Technique, Dance Structure, and context. ● Evaluate the various styles of dance genres and how culture influences movement in those genres.

- Criteria for evaluating dance vary across genres, styles, and cultures.

Modifications for Diverse Learners

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PURPOSE

In Dance Technique 2, students will learn to connect, create, perform, and respond while continuing to refine and develop their technical skills in the distinct genres and techniques of Ballet, Jazz, and Modern Dance. Throughout the course, students will gain proficiency in advanced technique, movement, and performance skills and will begin to develop artistry in their dancing. In addition, students will expand their knowledge of dance terminology and history. Students will emphasize their Choreographic and creative process and choreography composition. Lastly, students will have the opportunity to display their movement and choreography skills and all aspects of dance production through various dance performances throughout the school year. The completion of Dance 2 will prepare students for the future study of College Dance.

GOALS

1. All students will deepen values and heighten comprehension of dance as an art form.
2. All students will demonstrate how the body effectively is used as an instrument for performance with attention to areas including, but not limited to: range of motion, flexibility, strength, awareness, specificity, qualitative range and engagement with the imagination.
3. All students will perform movement from different dance techniques and genres with attention to alignment, style, quality, weight and rhythm.
4. All students will demonstrate an understanding of anatomical and kinesthetic principles through embodied practice.

Dance

Units of Study

High School Dance Technique Scope and Sequence

<i>Units</i>	<i>Estimated Pacing</i>
Unit 1: Creating	<i>Ongoing</i> Approx. 6-8 Weeks
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Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Indicators

Explore

1.1.12acc.Cr1a - Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.

1.1.12acc.Cr1b - Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

Plan

1.1.12acc.Cr2a - Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices, and dance structures drawn from a variety of dance genres.

Explain how the dance vocabulary and structures clarify the artistic intent.

1.1.12acc.Cr2b - 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

Revise

1.1.12acc.Cr2a - Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices, and dance structures drawn from a variety of dance genres.

Explain how the dance vocabulary and structures clarify the artistic intent.

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Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding, and connecting as an adult.

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Artistically literate citizens know and understand the artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts and cultivate habits of searching for and identifying patterns, and relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

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The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Core Instructional and Supplemental Materials

- Teacher-made handouts (hard copy & Google Classroom)
- Choreographic Techniques in Ballet, Jazz, and Modern Dance.
- Examples through available media i.e. YouTube, videos; etc.
- Dance Composition Notebook
- Theraband for warmup
- *CLI Studios*

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
 - Viewing various dance performances (videos & live)
- Alternative
- Portfolios—movement (videos) and written

- Written Response
- End of MP Benchmark

Formative

- Class Participation & Rehearsal
- Lecture
- Projects, Homework, Classwork
- Peer Review
- Teacher Observation
- Completion and quality of a Choreographic Project
- Journaling and writing prompt in Dance Composition Books & Google Classroom logs.
- Google Docs and Slides
- Exit Tickets

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none"> ● Use use of Choreographic Devices and the Elements of Dance improves and drives the creation of choreography in the Choreographic Process. ● The exploration of Improvisation can be used in the Choreographic Process as choreography and used for the inspiration of choreography. ● The Choreographic Process can fully transform from start to finish. 	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none"> ● Continue developing creativity through movement and experimentation in the Choreographic Process individually and/or group work for a final choreographic project. ● Create a two to two and one half minute solo and/or small group and perform the piece in front of the class. ● Choreographers use various sources for inspiration for the creation of dance works and artistic expression. ● Create and manipulate choreography in the Choreographic Process by using Choreographic tools and compositional techniques. ● Embrace an open-floor discussions where students can freely discuss the compositional elements of each other's works–

Peer feedback can be difficult at times, but can also influence the choreographic process in making movement choices and consideration of recommendations.

choreographic structures, choreography, conceptual approaches, and personal style.

- Analyze, evaluate, refine, and document dance work to communicate a meaning and choreographic intent.

Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
- Preferential placement in class.
- Modifications on homework, classwork, tests, quizzes, project criteria, and rubrics.
- Group works with advanced learners
- Additional small group instruction/practice time will be offered.
- Adapt the way the instruction is delivered.

Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects

Unit 2

Unit Title: Performing

Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art

Indicators

Indicators:

Express

1.1.12acc.Pr4a - Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.

1.1.12acc.Pr4b - Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.

1.1.12acc.Pr4c - Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

Embody, Execute

1.1.12acc.Pr5a - Research healthful strategies essential for dancers and modify personal practice based on findings.

1.1.12acc.Pr5b - Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.

1.1.12acc.Pr5c - Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and preceding and following jumps.

1.1.12acc.Pr5d - Develop a personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.

1.1.12acc.Pr5e - Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

Present

1.1.12acc.Pr6a - Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.

1.1.12acc.Pr6b - Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.

1.1.12acc.Pr6c - Implement performance strategies to enhance projection. Demonstrate leadership qualities

(e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.12acc.Pr6d - Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

Standards that Support Learning

Infused within the units are connections to the New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies and Key Skills and Computer Science and Design Thinking.

Reading Standards for Informational Text:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards:

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding, and connecting as an adult.

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Core Instructional and Supplemental Materials

- Teacher-made handouts (hard copy & Google Classroom)
- Choreographic Techniques in Ballet, Jazz, and Modern Dance.
- Video upload on Google Classroom (portfolio)
- Dance Composition Notebook
- Music and speaker
- Theraband for warmup
- *CLI Studios*

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
- Weekly Video uploads of Choreography
- Written Response
- End of MP Benchmark

Alternate

- Portfolios—movement (videos) and written

Formative

- Class Participation/Demonstrations
- Lecture
- Projects
- Teacher Observation
- Classwork & Rehearsals
- Homework
- Journaling and writing prompt in Dance Composition Books & Google Classroom logs.
- Partner and group work
- Google Docs and Slides
- Exit Tickets
- Performances in Showcase and other performance opportunities

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none">● Identify the proper and required code of conduct for a dance class.● Understand the importance of alignment.● Understand and use the proper intermediate dance technique in the genres of Ballet, Modern, and Jazz Dance.● Understand and use the proper dance terminology in the genres of Ballet, Modern, and Jazz Dance.● Understand and participate in a dance performance and the characteristics that go into a good rehearsal and show.● Understand, apply, and explain the way the human body moves in movement—muscles, tendons, ligaments, and bones.	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none">● Identify the required code of conduct for a dance class●<ul style="list-style-type: none">• Demonstrate correct procedures for changing clothing and using the dressing room.• Demonstrate basic warm-up exercises and how to warm up properly.• Demonstrate proper body alignment for dance.• Demonstrate and recognize aesthetics and characteristics of Ballet, Modern, and Jazz dance• Demonstrate proper intermediate level dance technique for Ballet, Modern, and Jazz dance• Discuss and write about Ballet, Modern, and Jazz dance using correct language.• Define and use correct dance terminology● Actively participate in a good rehearsal and understand the characteristics of a good rehearsal● Understand and participate in an intermediate level dance performance, rehearsal and auditions.● Define and specify muscle, bone, tendon, ligaments and their locations.● Clarify how muscles, bones, tendons, and ligaments work together to move our bodies.● Discuss and document the audition, rehearsal, and performance aspects and performance enhancements of the dance show.

Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
- Preferential placement in class.
- Modifications on homework, classwork, tests, quizzes, project criteria, and rubrics.
- Group works with advanced learners
- Additional small group instruction/practice time will be offered.
- Adapt the way the instruction is delivered.

Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects

Unit 3

Unit Title: Responding

Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators

Analyze

1.1.12acc.Re7a - Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.

1.1.12acc.Re7b - 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.

Interpret

1.1.12acc.Re8a - Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.

Critique

1.1.12acc.Re9a - Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Standards that Support Learning

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RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards:

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills Practices:

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

21st Century Skills**The Arts as Communication**

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- Dance Composition Notebook
- Music and speaker
- *CLI Studios*

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
- Weekly Video uploads of Choreography
- Written Response
- End of MP Benchmark

Alternative

- Portfolios—movement (videos) and written

Formative

- Class Participation
- Lecture
- Projects
- Teacher Observation
- Classwork & Rehearsals
- Homework

- Journaling and writing prompt in Dance Composition Books & Google Classroom logs.
- Partner and group work
- Google Docs and Slides
- Exit Tickets

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. ● Dance is analyzed by evaluating objective, meaning, and creative expression as conveyed through the use of the body, elements of dance, dance technique, dance structure, and context. ● Criteria for evaluating dance vary across genres, styles, and cultures. 	<p>Students who understand concepts will be able to:</p> <ul style="list-style-type: none"> ● Write, evaluate and discuss a performance/dance film and discuss specific terminology and aspects of the performance. ● Self-evaluate choreography and performance. ● Define aesthetic criteria of dance works.

Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
- Preferential placement in class.
- Modifications on homework, classwork, tests, quizzes, project criteria, and rubrics.
- Group works with advanced learners

- Additional small group instruction/practice time will be offered.
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Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects

Unit 4

Unit Title: Connecting

Relating artistic ideas and work with personal meaning and external content. The aspects of these learning activities may also apply to other units of this curriculum.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Synthesize

1.1.12acc.Cn10a - Evaluate personal choreography and how personal experiences and exposure to various cultures influence individual, emotional, intellectual, and kinesthetic responses to dance works.

1.1.12acc.Cn10b - Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.

Relate

1.1.12acc.Cn11a - Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.

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- Dance Composition Notebook
- Music and speaker
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-

Evidence of Student Learning

Summative

- Assessments: Quizzes and tests (written and movement)
- Written Response
- End of MP Benchmark

Alternative

- Portfolios—movement (videos) and written

Formative

- Class Participation
- Lecture
- Projects
- Teacher Observation
- Classwork & Rehearsals
- Homework
- Journaling and writing prompt in Dance Composition Books & Google Classroom logs.
- Partner and group work
- Google Docs and Slides
- Exit Tickets

Instructional Plan

Concepts	Learning Targets
<ul style="list-style-type: none">● Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance,	Students who understand concepts will be able to: <ul style="list-style-type: none">● Identify choreographic and compositional techniques used to create choreography.● Discuss inspirational sources for choreography.

<p>dance technique, dance structure, and context.</p> <ul style="list-style-type: none"> ● Criteria for evaluating dance vary across genres, styles, and cultures. 	<ul style="list-style-type: none"> ● Discuss diverse choreographic works from traditional, contemporary, and world dance forms. ● Discuss the components of a quality dance critique and criteria—viewing, analyzing, and appreciating dance.
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Modifications for Diverse Learners

- Adapting the time allowed for learning choreography, completing tasks, and/or quizzes/tests.
- Preferential placement in class.
- Modifications on homework, classwork, tests, quizzes, project criteria, and rubrics.
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Enrichment

- Extension Activities
- Student-choice activities
- Student-driven activities
- Group projects