

Prospect Park School District
Dance Curriculum
Middle School Grades 6-8

Date Completed: 2018/19 School Year

Date of Board Approval: 3-20-19

Overview and Goals:

Students will discover how dance expresses emotions and connects to health and overall well-being. Students will appreciate themselves as dancers through knowledge, participation and basic elements of dance in a class setting. Students will be exposed to an introduction of various forms of dance such as jazz, modern, classical, and ballet through teacher and technology lead demonstrations. During each form of dance, students will focus on learning key dance movements, terminology, and improvements to physical and emotional health. Additionally, lessons will be structured to lead students through the importance of dance in historical perspectives and how music plays a pivotal role for the choreography. This dance unit will also allow students to explore their creativity through researching dances and styles to choreograph dances to be presented in class.

Curriculum Map Grade 6-8 Middle School Cycle Class 11 week cycle class

Topic/Unit Number	Topic/Unit Name	Suggested Pacing/Time Frame
1	Introduction To Dance	1 week
2	Introduction to Jazz Dance	2 weeks
3	Introduction to Contemporary Dance	2 weeks
4	Introduction to Ballet	2 weeks
5	Introduction to Modern Dance	2 weeks
6	History of Dance	2 week

Unit Topic:	Dance	Approximate Time frame:	11 Weeks	Grade Level:	Middle School
Desired Results (1)					
NJ Student Learning Standards:	<p>Standard: 1.1 The Creative Process--All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>Content Statement: <i>Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.</i></p> <p>1.1.8.A.1-- Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.</p> <p>Content Statement: <i>Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.</i></p> <p>1.1.8.A.2-- Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.</p> <p>Content Statement: <i>Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.</i></p> <p>1.1.8.A.3-- Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).</p> <p>Content Statement: <i>The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.</i></p> <p>1.1.8.A.4-- Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.</p> <p>Content Statement: Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>1.1.8.B.1-- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>Standard: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>Content Statement: Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>1.2.8.A.1-- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>				

Content Statement: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

1.2.8.A.2-- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.

1.2.8.A.3-- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Standard: 1.3 Performance-- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Content Statement: Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.

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.

Content Statement: Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.

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

Content Statement: Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.

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

Content Statement: Technology and media arts are often catalysts for creating original choreographic compositions.

1.3.8.A.4-- Use media arts and technology in the creation and performance of short, original choreographic compositions.

Content Statement: Stylistic considerations vary across genres, cultures, and historical eras.

1.3.8.B.2-- Stylistic considerations vary across genres, cultures, and historical eras.

Content Statement: Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

1.3.8.B.3-- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

Standard: 1.4 Aesthetic Responses & Critique Methodologies-- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

1.4.8.A.1-- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

Content Statement: Art may be used for utilitarian and non-utilitarian purposes.

1.4.8.A.2-- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

1.4.8.A.3-- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Content Statement: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.

1.4.8.A.4-- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

Content Statement: Symbolism and metaphor are characteristics of art and art-making.

1.4.8.A.5-- Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

Content Statement: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

1.4.8.A.6-- Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

1.4.8.A.7-- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

1.4.8.B.1-- Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

	<p>1.4.8.B.2-- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>Content Statement: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p> <p>1.4.8.B.3-- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>
Interdisciplinary Connections:	<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
Technology Integration: 21st Century Integration	<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
Career Ready Practices:	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
Understandings:	<ul style="list-style-type: none"> ● Dance class has a culture and structure ● Dancers train with proper technique as a tool to develop the body for artistry and artistic expression ● As dance progresses, all personal experiences, familiarity and contexts are united and created to understand meaning ● Space, time and energy are basic elements of dance. ● Dance education enables student to discover their own natural capacity for the communication of ideas, thought and feelings through the medium of dance and rhythm. ● Teachers and dancers analyze and evaluate their work to improve the quality ● The impact of musical choice and tempo on the performance of the dancer ● Dance is interpreted by considering meaning and expression through the dancers body, expression and context. ● Dance literacy includes knowledge and perspectives about society, cultural, historical, and community contexts. ● 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>Essential Questions</p>	<ul style="list-style-type: none"> ● What must a dancer do to prepare the mind and body for artistic expression? ● How does dance deepen our understanding of ourselves, other knowledge, and events around us? ● How does a dancer work with time, energy and space to communicate artistic expression? ● What role does music and technology play in developing bodily movements in a dance routine? ● How does knowing about societal, cultural historical and community experiences expand dance literacy? ● How has dance evolved over centuries? ● How do choreographers and dancers use self-reflection and feedback from others to improve the quality of their work? ● How is dance interpreted? ● How does knowing about societal, cultural, historical and community experiences expand dance literacy? <p>How does music impact our choices in dance movements and expression?</p>
<p>Students will know...</p> <ul style="list-style-type: none"> ● Students will know dance is an art form with many benefits that expresses personal meaning through various the components of a dance class and terminology. ● Students will know jazz is a form of dance and exercise that is dependent upon the tempo of music. ● Students will become familiar with the basic terminology associated with jazz dance. ● Students will recognize how instrumental music impacts the choreography and emotion of a performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Students will perform the basic steps of jazz dance (isolation, pirouette, kick ball change, chasse, pas de bourrée, pivot). ● Students will utilize ballet vocabulary in critiques of ballet dance. ● Students will perform ballet specific movements and positions. ● Students recognize how modern dance is a theatrical form of dance, which expresses personal meaning through sequence and emotion. ● Students will analyze and research a specific choreographer of the their chosen dance genre. ● Students will identify a specific piece composed by the selected choreographer and recreate a sample from a specific piece, according to the genre selected.

Evidence of Learning (2)

Formative Assessments:

- **Week 1: Introduction to dance**
 - Students will write a reflective journal on how dance shapes their current daily life.
- **Week 2&3: Introduction to Jazz Dance**
 - Students will perform a teacher observed dance to evaluate basic jazz dance steps and footwork to provide feedback.
- **Week 4&5: Introduction to Contemporary Dance**
 - Teacher will examine and determine students ability to identify key class concepts in reflective paragraph of contemporary dance performances.
- **Week 6&7 Introduction to Ballet**
 - Benchmark Assessment- Use of the internet to find photographs of dancer displaying the various foot positions and 1 paragraph explanation explanation in paragraph form.
 - Teacher checklist from rubric of demonstration of various foot positions from class activities.
- **Week 8&9 Introduction to Modern Dance**
 - Teacher will read journals to evaluate students ability to compare and contrast modern dance to previous dance styles learned in class.
- **Week 10&11 History of Dance**
 - Teacher will read student reflective journal to assess a deeper demonstration of dance interpretation from various class topics.

Summative Assessment:

- **Week 1 Introduction to Dance**
 - Perform a choreographed introduction dace following instructor direction.
- **Week 2&3 Introduction to Jazz**
 - Students will perform a summative jazz dance to appropriate music that was researched and practiced in a group setting for one minute.
- **Week 4&5 Introduction to Contemporary Dance**
 - Teacher observation of students ability to display the connection between music and dance movements.
- **Week 6&7 Introduction to Ballet**
 - Google Form written test on vocabulary and application.

	<ul style="list-style-type: none"> ● Week 8&9 Introduction to Modern Dance <ul style="list-style-type: none"> ■ Student submission of vocabulary terms and accuracy of application. ● Week 10&11 History of Dance <ul style="list-style-type: none"> ■ Teacher rubric of researched dancer/dance and ability to perform in small groups
Benchmark Assessment:	<ul style="list-style-type: none"> ● Week 1: Students will be asked identify the types of dance introduced in this course via cold showing of a video modeling all types. ● Week 10: Students will be shown a video and will be asked to identify the types of dance in the video.
Alternative Assessments:	<ul style="list-style-type: none"> ● <u>Moving Poetry- Students are asked to create a short dance based on the ideas, feelings, and images of a poem.</u> ● <u>Moving Masterpieces- Students are asked to choreograph a solo dance based on one of two works of visual art, using no words.</u> ● <u>Start Right!- Students are asked to create a warm-up focused on alignment.</u> ● <u>Choreograph a Commercial- Students are asked to choreograph a solo dance that advertises a product.</u> ● <u>Dance Critic- Students are asked to view a dance video and analyze the ideas or feelings expressed in the piece.</u> ● <u>Dance Expert- Students are asked to view a dance video and write a description of the dance.</u>

Learning Activities and Resources (3)

Curricula Resources:	Textbooks, Online resources, hands-on materials, websites/videos used <ul style="list-style-type: none">● YouTube and Vimeo● Dance Magazine● Dance Teacher Magazine● https://www.njpac.org/● http://www.nhptv.org/kn/vs/artlabd9.asp● https://www.britannica.com/art/modern-dance● http://www.ndeo.org/● http://www.dancenj.org/
Lessons and Activities:	<p style="text-align: center;"><u>Week 1 Introduction to Dance</u></p> <ul style="list-style-type: none">● Perform muscle specific dancing warm-up● Execute teacher guided instruction of basic steps and technique● Define researched vocabulary and terms of specific style of dance● Write a reflective journal of student interpretation of music, performance and methods● Demonstrate body awareness through choreography● Engage in student discussion groups to promote construction feedback and peer interaction <p style="text-align: center;"><u>Week 2 & 3 Introduction to Jazz Dance</u></p> <ul style="list-style-type: none">● Perform a muscle isolation dance warm-up● Interpret the historical importance of jazz music and methods● Write a reflective journal of student interpretation of music, performance and methods● Practice technology & teacher lead choreography● Research choreographed dances to be taught to the class● Participate in a collaborative project- students will create a 1 minute choreographed jazz dance <p style="text-align: center;"><u>Week 4 & 5 Introduction to Contemporary Dance</u></p> <ul style="list-style-type: none">● Perform a dance specific warm up to prepare muscle groups used in daily dances.● Practice a teacher guided instruction of basic steps and technique● Define researched vocabulary and terms of contemporary specific dance● Interpret contemporary music and methods impact on choreographic sequencing● Practice and execute technology and teacher lead choreography

- Research a specific dancer/dance and write a reactionary paragraph on their observation based of class topics
- Student discussion groups to promote construction feedback and peer interaction.

Week 6&7 Introduction to Ballet

- Perform ballet warm-up and muscle isolation techniques
- Reproduce teacher demonstrated positions of feet-1st, 2nd, 3rd, 4th, 5th and 6th
- List and define key ballet terms to be applied to reflective journal writing
- Follow technology, teacher and student lead choreography
- Self-assessment of performances through reflective journaling at the conclusion of group performances
- Student constructive feedback groups for improvement in technique and choreography

Week 8&9 Introduction to Modern Dance

- Dance specific warm up to prepare muscle groups used in daily lesson plans
- Articulate knowledge that dance is an art form that expresses personal meaning
- Student researched vocabulary and terms of specific style of dance
- Differentiate between the six positions of the feet for various modern dances.
- Identify the importance of the dance class structure (warm up, sequence of skills, cool down) and the impact upon the performer
- Participate in a variety of teacher led and technology based performances
- Compare and contrast modern dance to other dance forms thus far in reflective journals.

Week 10 & 11 History of Dance

- Research a specific dancer/dance and write a reactionary paper on personal observation based on class topics (musical choice, choreography, emotion, sequencing, etc.)
- Research and choreograph a one minute dance to be taught to the class/group
- Reflective journaling of student interpretation of music, performance and methods
- Engage in discussion groups to promote construction feedback and peer interaction

*Created in conjunction with the Passaic County Consortium

Appendix: Differentiation/Accommodations/Modifications- Dance

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research about the skill or sport</p> <p>Decrease time or increase skill level expectation</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level questions or discussion</p> <p>Questioning Techniques</p>	<p>Modifications for Classroom</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>List steps for multi-step directions</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p>

<p>Provide assessments at a higher level of thinking</p>	<p>Use of nonverbal responses (thumbs up/down)</p> <p>Guide students to understand key words in word problems and cross out unnecessary words</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p> <p>Modifications for Homework/Assignments</p>	<p>Model skills / techniques to be mastered.</p> <p>Use manipulatives/props to support/modify skill</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use manipulatives/props to support/modify skill</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>
--	---	---	---

	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Modify linguistic complexity for math problems</p> <p>Use of dictionary as needed</p>	<p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with</p>	<p>Provide regular parent/ school communication</p> <p>Teachers check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p>
--	--	---	--

		<p>work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
--	--	--	---

