



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey 07081

Dance Grades K-5

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved November 15, 2021*



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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Springfield, New Jersey**

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Unit Overview Template

Content Area: Dance **Grade Level:** K-2 **Unit Title:** Elements of Dance

Unit Summary: In this unit, students will learn protocols for dance class. This may include:, finding floor spots, focus, warm-up/cool-down, formations (e.g., lines, circles) personal space/general space, and traveling. Students will also explore the basic elements of dance to process what/ how they can practice dance steps.

Primary Interdisciplinary Connections: Language Arts, Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Dance classes are structured so that everyone in the space is safe. Learning how to warm up and keep personal space in between other dancers allows everyone to be safe while dancing. The elements of dance allow dancers to create and perform basic dance steps.

Career Readiness 9.2.2.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

Learning Targets

Standards: DA.1.1.2.Cr1a&b, DA.1.1.2.Pr4.a, DA.1.1.2.Re7, DA.1.1.2.Pr5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3; 9.2.12.CAP.2; 9.4.2.TL.1, LA.L.2.4

Content Statements: DA.1.1.2.Cr1-Generating and conceptualizing ideas.
 DA.1.1.2.Pr4-Selecting, analyzing, and interpreting work.
 Perceiving and analyzing products.
 DA.1.1.2.Pr5-Developing and refining techniques and models or steps needed to create products.
 LA.L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words.
 SEL.PK-12.1: Self-Awareness
 SEL.PK-12.2: Self-Management
 SEL.PK-12.3: Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
DA.1.1.2.Cr1.a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas
DA.1.1.2.Cr1.b	Combine movements using the elements of dance to solve a movement problem.
DA.Pr4.a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial



	level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
DA.1.1.2.Re 7	Demonstrate movements in a dance that develop patterns.
DA.1.1.2.Pr 5.a	Identify personal and general space, to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning) essential for the dancer.
DA.1.1.2.Pr 5.b	Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
DA.1.1.2.Pr 5.e	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non- locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives.
SEL.PK-12.1 .1	Recognize one's feelings and thoughts
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK 12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3 .4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
9.2.2.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- How is a dance understood?
- What is the meaning of dance?
- How can we share space with others?
- How do we use elements of dance to make up movement?



Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Dance is perceived and analyzed to comprehend its meaning
- We can move through space with awareness and control.
- Dancers move their bodies with control.
- Our bodies can move in many ways.
- Dancers use their imaginations to find new ways to move.

Unit Learning Targets:

Students will....

- Identify the elements of dance.
- Use improvisation to discover new movements.
- Demonstrate pantomime, pedestrian movement, and dance movement.
- Define and maintain personal space, body awareness, and direct focus while performing movement skills.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker, Projector, Laptop

Teacher Word wall or vocabulary cards

Resources:

Formative Assessments:

- Teacher observation
- Final performances
- Worksheets

Lesson Plans

Lesson	Time Frame
Lesson 1 Body/ Space	30 minutes/ 10 days
Lesson 2 Time	30 minutes/ 10 days
Lesson 3 Energy/ Effort	30 minutes/ 10 days

Teacher Notes: Create cards or a word wall with the vocabulary.
 Create a class warm up that can be used at the start of each class.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf

<http://www.artsalive.ca/en/dan/make/toolbox/elements.asp>

<https://www.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>



[ments-of-dance/](#)

Lesson Plan 1 Template

Content Area: Dance Lesson Title: Body/ Space Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Music playlist that supports the movement.

Equipment Needed: Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore the concepts of body and space to learn basic movement patterns. - Create dances by improvising. - Perform basic locomotor and non-locomotor movement skills. - Listen to signals and respond to movement directions. - Connect vocabulary to dance movements.	Lesson Sequence - Introduce the concept of a warm-up. Talk about the concept of personal space. - Discuss how dancers use their bodies to make different moves. Explore different ways you can move your body. - Listen to signals and respond to movement directions to explore locomotor and non-locomotor movement. - Move with a partner or small group to improvise a dance while applying the dance elements.	- Observation - Question and Answer - Performance
Differentiation: Use pictures or symbols that can represent dance vocabulary. Create a written list of the warm up. Give verbal examples of locomotor/non-locomotor movement.		
Resources Provided: https://www.youtube.com/watch?v=bjgVTfdM_4I		



- <https://www.elementsofdance.org/space.html>

Lesson Plan 2 Template

Content Area: Dance Lesson Title: Time Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Music playlist that supports the movement.

Equipment Needed: Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Perform basic locomotor and axial movement skills. • Listen to signals and respond to movement directions. • Apply the concept of time to dance movements. • Respond with moving and stopping skills using duration, tempo, and rhythm.	Lesson Sequence 1. Discuss the definition of time in dance. 2. Move to slow and fast tempos. Practice moving and stopping. 3. Add in the concept of rhythm and duration to the improvisation. 4. Learn choreography that relates to using the concepts of time. 5. Ask students to identify the elements of time in the choreography.	• Observation • Worksheets • Discussions
Differentiation: Use of collaboration for various activities. Use music or clapping to show examples of time.		
Resources Provided: • https://www.youtube.com/watch?v=bjgVTfdM_4I • https://www.elementsofdance.org/space.html		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Energy/ Effort Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

- [X] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[X] Civic Literacy ☐ Health Literacy

21st Century Skills

- [X] Creativity and Innovation [X] Critical Thinking and Problem Solving ☐ Information Literacy
[X] Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply the concept of energy to dance movements. • Perform basic locomotor and non-locomotor movement skills. • Listen to signals and respond to movement directions. • Identify different energy qualities that can be used with dance. (soft, heavy, light,etc)	Lesson Sequence 1. Participate in a warm up that reviews the elements of dance. 2. Improvise while using vocal cues to inspire changes in energy. (soft, heavy, light,etc.) 3. Discuss why energy is important in dance. 4. Learn and perform a short dance using two opposite energy qualities.	• Observation • Call and Response • Performance
Differentiation: • Use of collaboration for various activities. • Think-Pair-Share to share ideas.		

Resources Provided:

- https://www.youtube.com/watch?v=bjgVTfdM_4I
- <https://www.elementsofdance.org/space.html>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: K-2	Unit Title: Exploration of Elements of Dance
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	K-2	Unit Title:	Visualization in Dance
Unit Summary: In this unit, students will be introduced to and learn about the artistic side of dance. Students will learn how to use their bodies to create, express, and explore through dance to communicate ideas and feelings. Through visualization and expression of various emotions, students will explore how they can use these concepts to generate movement.					
Primary Interdisciplinary Connections: Technology, Language Arts 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Dance is a mode of communication. Dancers can communicate their feelings, various stories, and can share meaningful messages through their movement.					
Career Readiness 9.2.2.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.					

Learning Targets

Standards: DA.1.1.2Pr4.b, DA. 1.1.2.Re8.a, DA. 1.1.2.Cr1.a, DA.1.1.2.Cr1.b, DA. 1.1.2.Pr6.a, 9.2.2.CAP.2, 9.4.2.TL.1, LA.SL.2	
Content Statements: DA.1.1.2Pr4 -Selecting, analyzing, and interpreting work. DA.1.1.2.Re8-Interpreting intent and meaning. DA.1.1.2.Cr1-Generating and conceptualizing ideas DA.1.1.2.Pr6- Conveying meaning through art. LA.SL.2 - Speaking and Listening SEL.PK 12.2 -Self-Management SEL.PK 12.4- Responsible Decision Making	
CPI#:	Cumulative Progress Indicator (CPI):
DA.1.1.2Pr4.b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
DA.1.1.2.Re8.a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
DA.1.1.2.Cr1.a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.



DA.1.1.2.Cr1 .b	Combine movements using the elements of dance to solve a movement problem.
DA.1.1.2.Pr 6.a	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SEL.PK 12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK 12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety and civic impact of decisions.
9.2.2.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Unit Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- How is dance interpreted?
- Where do choreographers get ideas for dances?
- How can imagination help inspire movement?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How does movement relate to thoughts and emotions?
- How can dancers express emotions without talking?
- Why is it important to be respectful during performances?

Unit Enduring Understandings:

- Space, time and energy are basic elements of dance.
- 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.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Dancers can express their feelings through movement.
- We can work together to create dance moves.
- It is important to be a good audience member when observing dance.

Unit Learning Targets:

Students will....



- Demonstrate how dance communicates as they use prior knowledge and experiences to show feelings and ideas, or tell a story through body movement.
- Apply their knowledge of movement vocabulary through performing dances.
- Identify emotions while others are performing.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Projector and Speaker

Teacher: Word Wall

Resources:

Formative Assessments:

- Teacher observation
- Performance
- Worksheets
- Discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 Emotions	30 minutes/ 10 days
Lesson 2 Images	30 minutes/ 10 days
Lesson 3 Performance	30 minutes/ 10 days

Teacher Notes: Use movement exercise cds to support the content.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://docs.google.com/document/d/e/2PACX-1vTM1Oj2cL3m6VazrD5vz3W2rusG3QW6sDsHAO4g4OKCaT3y9SA8P-55GSndSViVWfVL1TZMTyWOdFhk/pub> (Overall vocabulary)

<https://ytp.uoregon.edu/sites/ytp2.uoregon.edu/files/Feelings%20Wheel%20in%20PDF.pdf>

<https://www.ket.org/education/resources/responding-to-dance/>

<https://www.code.on.ca/section/lesson-4-dance-my-feelings-1>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Emotions Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Speaker and Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate how you can use emotions to express feelings or tell a story in a dance. • Use specific emotions to generate dance movement. • Identify the emotions that performers are expressing through observation.	Lesson Sequence 1. Discuss how emotions connect to body language. 2. Practice creating movement or poses to represent different emotions. 3. Improvise to several song excerpts that support various emotions. 4. Perform a choreographed movement phrase relating to the emotions discussed.	• Observation • Discussion • Performance

Differentiation:

Use of collaboration for various activities.

Think-Pair-Share to share ideas.

Emotions wheel can be used to help pick and identify emotions in a dance.

Resources Provided:

- <https://youtu.be/P5CqLCd6tO4>
- <https://www.youtube.com/watch?v=oFaGmfOmdMM&feature=share&list=PLLwUsJiENUWu1knFPLMQOuW5WoCfU1bWS>
- <https://www.playattune.com/post/free-printable-anger-ladder-chart-and-activity>



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Images Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: A music playlist with a variety of songs options.

Equipment Needed: Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Observe images to inspire improvised movement moving while dancing. - Recognize themes/a meaning of a dance based on images and emotions that are presented. - Perform movement while expressing thoughts and emotions.	Lesson Sequence - Analyze a song ,video, or story with a clear storyline. - Draw images that depict the story they think the music/video is telling. - Discuss how they might use movement to depict the various images that appear in their story/song maps. - Choreograph a dance that corresponds to the story in small groups.	- Written Assignments - Observation - Discussion
Differentiation: Goal setting with students based on level. Tiered products will allow students to achieve a product on their level.		
Resources Provided: http://kidsrelaxation.com/?cat=15 - Kovar, S., Combs, C., Campbell, K., Napper-Owen, G., & Worrell, V. (2007). <i>Elementary classroom teachers as movement educators</i> (2nd ed.). McGraw Hill.		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Performance Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Websites will be used to watch dance performance videos.

Equipment Needed: Speaker and Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work in groups to generate choreography with a theme. • Perform choreography with a structure in front of an “audience”. • Identify emotions being expressed through dance.	Lesson Sequence 1. Review the story image maps and group choreography. 2. Instruct students to add different emotions to help tell their story through dance. 3. Each group will perform their dances for the class. 4. After each group performs, students may give feedback about what they saw and felt as an audience member.	• Observation • Exit ticket • Do-Now
Differentiation: Use of collaboration for various activities. Varied product and leveled rubrics to match student goals.		
Resources Provided: • https://www.scholastic.com/teachers/books/the-way-i-feel-by-janan-cain/ • https://classroom.synonym.com/kindergarten-dance-activities-7914679.html • Kovar, S., Combs, C., Campbell, K., Napper-Owen, G., & Worrell, V. (2007). <i>Elementary classroom teachers as movement educators</i> (2nd ed.). McGraw Hill.		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: K-2	Unit Title: Creativity and Performance
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	K-2	Unit Title:	Cultural Dance
Unit Summary: In this unit, students will explore the basic structures used in different folk dances from all over the world. Line and circle dances are used in folk dances, to build a community with everyone participating.					
Primary Interdisciplinary Connections: Social Studies, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Understanding the cultural aspects of dance is an important way to see how dance is an integral part to everyday culture and society.				
Career Readiness	9.2.2.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.				

Learning Targets

Standards:	DA1.1.2Pr4, DA1.1.2.Pr6., DA1.1.2.Re7, DA1.1.2.Cn10, SOC.6.1.4.C.9, SEL.PK-12.1 .3, SEL.PK-12.1 .4, SEL.PK-12. 3.1, SEL.PK-12. 3.2, SEL.PK-12.4. 2; 9.2.2.CAP.2; 9.4.2.TL.1				
Content Statements:	DA.1.1.2Pr4-Selecting, analyzing, and interpreting work. DA.1.1.2.Pr6-Conveying meaning through art. DA.1.1.2.Re7 -Perceiving and analyzing products. DA.1.1.2.Cn10 -Synthesizing and relating knowledge and personal experiences to make art. SOC.6.1.4.C-Economics, Innovation, and Technology SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.1.1.2Pr4 .a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.				
DA.1.1.2Pr4 .b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.				



DA.1.1.2.Pr 6.b	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
DA.1.1.2.Re 7.a	Demonstrate movements in a dance that develop patterns.
DA.1.1.2.Re 7.b	Observe and describe performed dance movements from a specific genre or culture.
DA.1.1.2.Cn 10.b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.
SOC.6.1.4.C .9	Compare and contrast how the availability of resources affects people across the world differently.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds.
SEL.PK-12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices.
9.2.2.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Unit Essential Questions:

- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How do dancers work with space, time and energy to communicate artistic expression?
- How is a dance understood?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How are different body movements used to create or represent dance from different cultures?
- How is cultural expression represented in dance?

Unit Enduring Understandings:



- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Dance is perceived and analyzed to comprehend its meaning.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Space, time and energy are basic elements of dance.
- Recognize that dance is an important part of culture.
- Understand that people danced differently in different historical periods (past and present).
- Create a dance based on a folk song or world culture.
- Name and perform folk/ traditional dances from other countries.

Unit Learning Targets:

Students will....

- Analyze how dance from diverse cultures and historical eras have common characteristics and themes.
- Identify what societal values or beliefs are expressed in dance.
- learn how dancers use movement to express artistic concerns such as human emotion, culture, gender.
- Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature.
- Construct criticism based on observable criteria.
- Recognize clues that explain the artist's intent.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker, Chart paper, Markers, Projector, Laptop

Teacher <https://us.humankinetics.com/collections/dance>

Resources:

Formative Assessments:

- Group Discussions
- Checklists
- Observation
- Rubric
- Peer Evaluation



Lesson Plans

Lesson	Time Frame
Lesson 1 Line Dancing	30 minutes/ 10 days
Lesson 2 Circle Dances	30 minutes/ 10 days
Lesson 3 Folk Dances	30 minutes/ 10 days

Teacher Notes: The instructor can pick which countries they would like to focus on.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.humankinetics.com (Search cultural dance)

[https://dance.lovetoknow.com/Popular Line Dances](https://dance.lovetoknow.com/Popular_Line_Dances)

Dance A While: Handbook of Folk, Square, Contra, and Social Dance, by Jane A. Harris

<http://www.youtube.com/watch?v=dLH62xdvMwM&feature=share&list=PLLwUsJiENUWs4llHaSF0910SSbkXVp4m4>

<https://artsedge.kennedy-center.org/educators/how-to/tipsheets/early-elementary-social-dance>



Lesson Plan 1 Template		
Content Area: Dance	Lesson Title: Line Dancing	Time Frame: 30 minutes/ 10 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Social Studies, Technology		
Integration of Technology: Students will use music playlists as stimuli for movement.		
Equipment Needed: Projector, Laptop, Speaker		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice basic dance movements that occur in a line dance. - Work with peers to create and perform a dance with elements of line dance. - Identify folk dance forms and the importance it has within the European culture.	Lesson Sequence - Discuss the purpose and traditions of Line dance in European cultures. - Introduce the types of movements included in a line dance. - Perform a line dance in small groups. - Discuss the meaning behind the movement as it relates to European cultures.	- Group discussion - Observation - Performance
Differentiation: - Use of collaboration for various activities. - Varied product and leveled rubrics to match student goals.		
Resources Provided: https://dance.lovetoknow.com/Popular_Line_Dances - Dance A While: Handbook of Folk, Square, Contra, and Social Dance, by Jane A. Harris http://www.youtube.com/watch?v=dLH62xdvMwM&feature=share&list=PLlwUsJiENUWs4lIHsF0910SSbkXVp4m4		



Lesson Plan 2 Template		
Content Area: Dance	Lesson Title: Circle Dances	Time Frame: 30 minutes/ 10 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Social Studies, Technology		
Integration of Technology: Websites will be used to watch dance performance videos.		
Equipment Needed: Speaker and laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Work with peers to create and perform a circle dance with repeated movement phrases and rhythmic patterns. - Identify traditional folk dance forms, patterns, and historical significance.	Lesson Sequence - Practice the movements learned from the line dance. - Discuss the purpose and traditions of a circle dance in cultures. - Discuss and watch European circle dances as an example. - Learn choreography that occurs in a circle dance.	- Discussion - Performance - Observation
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://artsedge.kennedy-center.org/educators/how-to/tipsheets/early-elementary-social-dance https://www.youtube.com/watch?v=jCn7Xgru1A		



Lesson Plan 3 Template		
Content Area: Dance	Lesson Title: Folk Dances	Time Frame: 30 minutes/ 10 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Social Studies, Technology		
Integration of Technology: Websites will be used to watch dance performance videos.		
Equipment Needed: Speaker and laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - State the characteristics of folk dance. - Identify the differences between the circle and line dances. - Perform a circle dance with repeated movement phrases and rhythmic patterns. - Identify traditional folk dance forms, patterns, and historical significance.	Lesson Sequence - Review the role of circle dance. Identify the differences between circle and line dances. - Discuss how people use dance as a way to connect with their community. - Create a circle dance and perform it in two or more groups. - Rehearse the dance and practice dancing to the music.	- Discussion - Written assignments - Performance
Differentiation: Goal setting with students based on level. Tiered products will allow students to achieve a product on their level.		
Resources Provided: Dance A While: Handbook of Folk, Square, Contra, and Social Dance, by Jane A. Harris		



- <https://artsedge.kennedy-center.org/educators/how-to/tipsheets/early-elementary-social-dance>

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: K-2	Unit Title: Cultural Dance
Created: Nia Imani Jackson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	k-2	Unit Title:	Creative Expression
Unit Summary: In this unit students will learn how dancers gain inspiration to create dances. visuals, music, and props are tools that can be used and explored to help inspire movement. Students will use these tools to inspire improvisation and choreography.					
Primary Interdisciplinary Connections: Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Artists use different tools to help inspire them to create their work. These tools help create meaning behind their art.				
Career Readiness	9.2.2.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.				

Learning Targets

Standards:	DA.1.1.2.Cr1., DA.1.1.2.Pr4, DA.1.1.2.Pr6 , DA.1.1.2.Re8, SEL.PK-12.1 ,SEL.PK-12.2,SEL.PK-12. 5; 9.2.2.CAP.2; 9.4.2.TL.1
Content Statements:	DA.1.1.2.Cr1 -Generating and conceptualizing ideas. DA.1.1.2.Pr4 -Selecting, analyzing, and interpreting work. DA.1.1.2.Pr6 -Conveying meaning through art. DA.1.1.2.Re8 Interpreting intent and meaning. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
DA.1.1.2.Cr 1.a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.1.1.2.Cr 1.b	Combine movements using the elements of dance to solve a movement problem.



DA.1.1.2.Pr4 .b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
DA.1.1.2.Pr 6 .d	Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.
DA.1.1.2.Re 8 .a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
SEL.PK-12. 1 .3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 1 .4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12. 5.3	Identify ways to resist inappropriate social pressure.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
9.2.2.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- How do dancers work with space, time and energy to communicate artistic expression?
- How do dancers communicate artistic expression?
- How is dance understood?
- How is dance interpreted?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.



- Show an imaginative response to different stimuli through their use of language and choice of movement.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- 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.
- Explore and develop new actions while working with a partner or a small group.
- Link actions to make dance phrases, working with a partner and in a small group.
- Perform short dances with expression, showing an awareness of others when moving.
- Describe what makes a dance complete.

Unit Learning Targets:

Students will....

- Improvise freely, translating ideas from a stimulus into movement.
- Create dance phrases that communicate ideas.
- Share and create dance phrases with a partner and in a small group.
- Use a prop to interpret and express body movement.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Laptop, Projector

Teacher Resources: The props used, can include any item that the instructor has access to that is safe for all students.

Formative Assessments:

- Observation
- Performance
- Discussion
- Written Assessments
- Group Work

Lesson Plans

Lesson	Time Frame
Lesson 1 What is inspiration?	30 minutes/ 10 days
Lesson 2 Music inspires dance	30 minutes/ 10 days
Lesson 3 Props	30 minutes/ 10 days

Teacher Notes: The instructor can change the inspirational stimuli used depending on the resources.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.yumpu.com/en/document/read/21908809/stimuli-choreography>

https://www.youtube.com/watch?v=boRWPNu_JZA



<http://www.artsalive.ca/en/dan/make/process/inspiration.asp>
<http://artsonline.tki.org.nz/Teaching-and-Learning/Secondary-teaching-resources/Dance/Reviewed-resources/Key-collection/Discovering-Dance-Teachers-Notes/Use-of-props/Props-in-dance>

Lesson Plan 1 Template			
Content Area:	Dance	Lesson Title:	What is inspiration?
		Time Frame:	30 minutes/ 10 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology			
Integration of Technology: The internet will be used to provide resources.			
Equipment Needed: Projector, Speaker, Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify why it is important for dancers and choreographers to be inspired. - Explore and improvise with various types of music that differ in style. - Perform a dance phrase that expresses an idea.	Lesson Sequence - Discuss what it means to be inspired by something. - Explain how dancers use inspiration to generate movement. - Participate in a movement exploration by having students respond through movement to vocal cues. - Practice choreography that is inspired by a theme set by the instructor.	- Observation - Written Assignments - Performance
Differentiation: Use pictures or symbols that can represent each expectation. Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://www.yumpu.com/en/document/read/21908809/stimuli-choreography		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Music inspires dance Time Frame: 30 minutes/10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: The instructor will use videos to support student learning.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze how music can affect a dance. - Explore movement ideas that are inspired by music. - Choreograph a dance that expresses artistic intent.	Lesson Sequence - Warm up to explore moving to different genres of music. - Discuss how the songs were similar and different. - Begin to create a dance where students are using a song as inspiration. - Perform short dance phrases in groups.	- Discussions - Written Assignments - Observation
Differentiation: Use of collaboration for various activities.		
Resources Provided: https://www.youtube.com/watch?v=boRWPNU_JZA http://www.artsalive.ca/en/dan/make/process/inspiration.asp		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Props Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: The instructor will use videos to support student learning.

Equipment Needed: Speaker, Props (Hula hoop, ball, hat, etc.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform a dance phrase that expresses an idea. - Students will manipulate and use a prop to interpret and express body movement. - Students will recognize the importance of using a prop to communicate an idea.	Lesson Sequence - Discuss what a prop is and how it is used in dance. - Watch a video of a dance piece that uses props to tell a story. - While using different props, explore how to dance with and around them in the space. - Learn choreography while using a prop.	- Discussions - Observation - Performance
Differentiation: Use of collaboration for various activities.		
Resources Provided: http://artsonline.tki.org.nz/Teaching-and-Learning/Secondary-teaching-resources/Dance/Reviewed-resources/Key-collection/Discovering-Dance-Teachers-Notes/Use-of-props/Props-in-dance		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: K-2	Unit Title: Creative Expression
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	k-2	Unit Title:	Choreography
Unit Summary: In this unit, students will learn what choreography is and how dances pieces are created. The beginning of the unit will introduce students to the basic structure of a dance. As they progress they will learn how to edit dances and use stimuli to create their own dance.					
Primary Interdisciplinary Connections: Technology 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Choreography allows dancers to express ideas and emotions to communicate to an audience. Choreography can be edited and structured in different ways to create various outcomes.				
Career Readiness	9.2.2.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.				

Learning Targets

Standards:	DA.1.1.2.Cr1, DA.1.1.2.Cr2, DA.1.1.2.Cr3, DA.1.1.2.Pr6, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, SEL.PK-12.5; 9.2.2.CAP.2, 9.4.2.TL.1
Content Statements:	DA.1.1.2.Cr1- Generating and conceptualizing ideas. DA.1.1.2.Cr2 -Organizing and developing ideas. DA.1.1.2.Cr3 -Refining and completing products DA.1.1.2.Pr6 -Conveying meaning through art. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
DA.1.1.2.Cr1 .b	Combine movements using the elements of dance to solve a movement problem.
DA.1.1.2.Cr 2.a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
DA.1.1.2.Cr 2 .b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.



DA.1.1.2.Cr 3.a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
DA.1.1.2.Pr 6.b	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
DA.1.1.2.Pr 6.c	Dance for and with others in a designated space identifying a distinct area for audience and performers.
CAEP.9.2.4. A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12. 5.3	Identify ways to resist inappropriate social pressure.
9.2.2.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- What is Choreography?
- How can we make choreography?
- How can you create a dance with others?
- What does it mean to edit choreography?
- How can you give feedback?

Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- Choreography groupings consist of small and large groups of people.



- Choreography is a process. There are many steps to complete and ongoing revisions to apply before reaching the final product.
- Choreographic devices, structures, and elements can help dancers create a unique dance.

Unit Learning Targets:

Students will....

- Create and perform planned and improvised movement sequences around themes.
- Create and perform original movement sequences, alone, in groups, with music and without music.
- To describe and evaluate some of the compositional features of dances performed.
- Describe what a choreographer is and the role they have in dance making.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker and Laptop

Teacher Examples of choreography can be helpful for students. Instructors can use

Resources: Kahoot dance videos to help students generate moves.

Formative Assessments:

- Rubrics/ Checklists
- Performance
- Observation
- DoNow
- Group Work

Lesson Plans

Lesson	Time Frame
Lesson 1 The Role of a Choreographer	30 minutes/ 10 days
Lesson 2 Editing Movement	30 minutes/ 10 days
Lesson 3 Group Choreography	30 minutes/ 10 days

Teacher Notes: The instructor can create checklists with choreography criteria.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.singplaycreate.com/2018/03/awesome-easy-and-free-creative-movement-activities.html>
<https://www.teacherspayteachers.com/Product/Dance-and-Drama-Critique-1554889/www.careerexplorer.com/careers/choreographer/>



Lesson Plan 1 Template			
Content Area:	Dance	Lesson Title:	The Role of a Choreographer
		Time Frame:	30 minutes/ 10 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology			
Integration of Technology: Videos may be shown as examples of content.			
Equipment Needed: Speaker, Laptop, Projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice planned and improvised movement sequences. - Perform original movement sequences, alone, in groups, with music and without music. - Describe what a choreographer is and the role they have in dance making.	Lesson Sequence - Discuss the role of a choreographer and how to become one. - Students will each pick their favorite dance moves and will put each move together to make a group dance. - As a group, students will rehearse the moves until they are memorized. - Perform the movement phrase in groups to music.	- Discussion - Performance - Observation
Differentiation: Goal setting with students based on level. Tiered products will allow students to achieve a product on their level.		
Resources Provided:		



- <https://kids.kiddle.co/Choreography>
- <http://artsonline.tki.org.nz/Teaching-and-Learning/Secondary-teaching-resources/Dance/Units-and-sequences/Dance-Teacher-s-Tool-Kit>

Lesson Plan 2 Template

Content Area: Dance Lesson Title: Editing Movement Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

- [X] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[X] Civic Literacy ☐ Health Literacy

21st Century Skills

- [X] Creativity and Innovation [X] Critical Thinking and Problem Solving ☐ Information Literacy
[X] Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Recordings of student choreography may be used to recall the steps.

Equipment Needed: Projector, Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create and link dance phrases using a simple dance structure. • Describe and evaluate some of the compositional features of dances performed. • Demonstrate retention of directions, corrections, and memorization of a dance from previous classes.	Lesson Sequence 1. Warm up by practicing the class choreography phrase. 2. Discuss how dancers edit their choreography to help improve their pieces. 3. Review the elements (Time and Space). Observe how these concepts can be used to change choreography. 4. Add on edits using space and time to the class choreography dance.	• Discussion • Observation • Performance
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided:		



- <http://artsonline.tki.org.nz/Teaching-and-Learning/Secondary-teaching-resources/Dance/Units-and-sequences/Dance-Teacher-s-Tool-Kit>
- <https://www.pinterest.com/pin/431290101804854889/>

Lesson Plan 3 Template			
Content Area:	Dance	Lesson Title:	Group Choreography
		Time Frame:	30 minutes/10 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology			
Integration of Technology: Students will use music from the internet to support their choreography.			
Equipment Needed: Projector, Speaker, Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Choreograph freely and with a partner, using ideas to create movement. • Create and link dance phrases using a simple dance structure. • Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.	Lesson Sequence 1. Review what components go into a dance. (beginning, middle, end) 2. Break students up into smaller groups. Students will be given a source of stimuli for their choreography dance. (Music, action words, or a theme). 3. The instructor will suggest an edit for each group. 4. Each group will perform their choreography.	• Checklist • Observation • Discussion • Performance
Differentiation: Flexible grouping		



Goal setting with students

Resources Provided:

- <https://www.teacherspayteachers.com/Product/Choreography-Dance-Combination-Checklist-with-Visuals-FREEBIE-3654274>

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance **Grade Level:** K-2 **Unit Title:** Choreography

Created: Nia Imani Jackson **Board Approved on:** Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	3-5	Unit Title:	Foundations of Dance
Unit Summary: In this unit, students will review the structure of a dance class and the expectations that are important when learning about dance. Improvisation and choreography will be used to explore the elements of dance. Students will learn choreography that applies the elements of dance into a dance phrase.					
Primary Interdisciplinary Connections: Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Learning about the elements of dance and applying the concepts to choreography allows dancers to see how movement is created and structured.				
Career Readiness	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.				

Learning Targets

Standards:	DA.1.1.5.Cr1, DA.1.1.5.Cr2, DA.1.1.5.Pr4, DA.1.1.5.Pr5, SEL.PK-12.1, SEL.PK-12.3, SEL.PK-12.5; 9.2.5.CAP.1; 9.4.5.TL.1				
Content Statements:	DA.1.1.5.Cr1 - Generating and conceptualizing ideas. DA.1.1.5.Cr2 - Organizing and developing ideas. DA.1.1.5.Pr4 -Selecting, analyzing, and interpreting work. DA.1.1.5.Pr5 -Developing and refining techniques and models or steps needed to create products. SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness SEL.PK-12.5: Relationship Skills				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.1.1.5.Cr1.a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, experiences, literary forms, natural phenomena, current news) to build dance content.				
DA.1.1.5.Cr1.b	Solve multiple movement problems using the elements of dance to develop dance content.				



DA.1.1.5.Cr 2.a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
DA.1.1.5.Cr 2.b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
DA.1.1.5.Pr 4.a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
DA.1.1.5.Pr5 .d	Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core).
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 3. 4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 5. 2	Utilize positive communication and social skills to interact effectively with others.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How can you use dance to express content, emotions, and personal expression?
- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- What are the elements of dance?
- How do we apply improvisational dance techniques?
- What are the routines and procedures of the dance class?

Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.



- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Space, time and energy are basic elements of dance.
- Basic choreographed dances are embedded with the elements of dance.
- Movement is developed and generated through improvisation.
- Stimuli can affect choreography and improvisation.

Unit Learning Targets:

Students will....

- Demonstrate a variety of movements generated through improvisational explorations.
- Response to improvisation games and guided improvisation exercises
- Combine a variety of movements while manipulating the elements of dance.
- Perform dance sequences that demonstrate understanding of kinesthetic alignment
- Demonstrate concentration and direction of focus in performance of various techniques, styles and/or dance traditions.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Laptop, Speaker

Teacher Instructors can add dance/ movement games into the lessons.

Resources:

Formative Assessments:

- Class discussions
- Rubrics
- Observation
- Group work
- Performance

Lesson Plans

Lesson	Time Frame
Lesson 1 Spatial Awareness	30 minutes/ 10 days
Lesson 2 Improvisation	30 minutes/ 10 days
Lesson 3 Elements Choreography	30 minutes/ 10 days

Teacher Notes: Movement games can be added to reinforce the content.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.kpbsd.k12.ak.us/Workarea/DownloadAsset.aspx?id=36260>

<https://www.elementsofdance.org/>



<https://www.dance-teacher.com/theory-practice-10-ways-to-introduce-improvisation-2392714896tml>
<http://dancepulse.org/2010/01/02/lesson-plan-improvisation/>

Lesson Plan 1 Template			
Content Area:	Dance	Lesson Title:	Spatial Awareness Time Frame: 30 minutes/ 10 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology			
Integration of Technology: Music playlist to support improvisation.			
Equipment Needed: Speaker, Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate dance steps & elements while using spatial awareness & body alignment. - Identify the structure of a dance class and the importance of spatial awareness and safety. - Apply dance concepts and terms to increase body awareness as they improvise, create and perform dances.	Lesson Sequence - Review the structure of a dance class and the elements of dance. - Participate in improvisational games and exercises. - Talk about the concept of spatial awareness and protecting ourselves in space. - Perform a guided improvisation that promotes focus and concentration, while using spatial awareness.	- Observation - Discussion - Performance
Differentiation: Group investigations to aid in the discovery process. Refer to the list of dance class expectations. Use imagery to connect with visual learners.		



Resources Provided:

- <https://www.elementsofdance.org/>
- <https://www.dance-teacher.com/theory-practice-10-ways-to-introduce-improvisation-2392714896.html>
- <http://dancepulse.org/2010/01/02/lesson-plan-improvisation/>

Lesson Plan 2 Template

Content Area: Dance Lesson Title: Improvisation Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

- [X] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[X] Civic Literacy ☐ Health Literacy

21st Century Skills

- [X] Creativity and Innovation [X] Critical Thinking and Problem Solving [X] Information Literacy
[X] Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: The instructor will use videos to support student learning.

Equipment Needed: Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Practice the structure of a dance class and the importance of spatial awareness and safety. • Perform sequences without talking and demonstrate listening skills. • Demonstrate a variety of movements generated through improvisational explorations.	Lesson Sequence 1. Review the importance of spatial awareness when dancing in class with others. 2. Discuss what improvisation is and how dancers use it to create moves. 3. Explore how dancers can improvise by listening and thinking about improvisational tasks for inspiration.	• Observation • Discussion • Performance
Differentiation: Games will be incorporated to promote synthesis of the material. Use of collaboration for various activities.		
Resources Provided:		



- <https://www.dance-teacher.com/theory-practice-10-ways-to-introduce-improvisation-2392714896.html>
- <http://dancepulse.org/2010/01/02/lesson-plan-improvisation/>

Lesson Plan 3 Template			
Content Area: Dance	Lesson Title: Elements Choreography	Time Frame: 30 minutes/ 10 days	
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology			
Integration of Technology: The instructor will use videos to support student learning.			
Equipment Needed: Speaker, Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Combine a variety of movements while manipulating the elements of dance. • Perform dance sequences that demonstrate spatial awareness and alignment. • Demonstrate concentration and direction of focus in performance of various techniques, styles and/or dance traditions.	Lesson Sequence 1. Review the purpose of improvisation and how it connects to the elements of dance. 2. Participate in games/improvisational tasks. 3. Learn choreography that includes multiple elements of dance. 4. Perform the choreography while maintaining spatial awareness and focus.	• Observation • Discussion • Performance
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided:		



- <https://www.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>
- https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf
- <https://www.kpbsd.k12.ak.us/Workarea/DownloadAsset.aspx?id=36260>

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 3-5	Unit Title: Foundations of Dance
Created: Nia Imani Jackson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	3-5	Unit Title:	Improvisation Tools
Unit Summary: In this unit, students will perform improvised movements with a clear structure that could be used as choreography. Through mirroring, exploring shapes, and other improvisational games/ activities, students will learn how to generate their own movement by themselves and with a partner.					
Primary Interdisciplinary Connections: Math, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Improvisation allows dancers to explore movements that they create on their own. Exploring movement is the beginning stages of putting together choreography.				
Career Readiness	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.				

Learning Targets

Standards:	DA.1.1.5.Cr1, DA.1.1.5.Pr4, DA.1.1.5.Pr5, DA.1.1.5.Pr6, MA.4.G.A.3, SEL.PK-12.2.1, SEL.PK-12.2. 2, SEL.PK-12.3. 4, SEL.PK-12.4. 3, SEL.PK-12.5. 5; 9.2.5.CAP.1; 9.4.5.TL.1
Content Statements:	DA.1.1.5.Pr4 -Selecting, analyzing, and interpreting work. DA.1.5.Cr1 -Generating and conceptualizing ideas. DA.1.1.5.Pr5 -Developing and refining techniques and models or steps needed to create products. DA.1.1.5.Pr6 -Conveying meaning through art. MA.4.G.A - Draw and identify lines and angles, and classify shapes by properties of their lines and angles. SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
DA1.1.5.Cr1. b	Solve multiple movement problems using the elements of dance to develop dance content.



DA1.1.5.Pr4.a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
DA1.1.5.Pr5.d	Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core).
DA1.1.5.Pr5.e	Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
DA1.1.5.Pr6.b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
MA.4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Unit Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- Where do choreographers get ideas for dances?
- How is creating a dance different from learning a dance?
- How can dancers dance together while performing?
- How do choreographers make up dances?

Unit Enduring Understandings:

- Space, time and energy are basic elements of dance.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.



- Choreographers use a variety of sources as inspiration when creating dances.
- Dancers and choreographers use communication, collaboration, and leadership skills to dance with each other.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- By using listening skills and spatial awareness, dancers can do improvisation at the same time.

Unit Learning Targets:

Students will....

- Demonstrate concentration and direction of focus in performance of various improvisation techniques.
- Experiment with a variety of stimuli to help create movement.
- Create movement phrases and perform them with a partner.
- Identify ideas/ tasks that can be used to improvise and choreography.
- Demonstrate understanding of space, time, and energy by accurately mirroring movements through improvisation.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker and Laptop

Teacher Visuals of examples of symmetry in shapes can be helpful for students.

Resources:

Formative Assessments:

- Observation
- Performance
- Discussion
- Written Assessments
- Group Work

Lesson Plans

Lesson	Time Frame
Lesson 1 Mirroring	30 minutes/ 10 days
Lesson 2 Improvisation with Shapes	30 minutes/ 10 days
Lesson 3 Statue Dance	30 minutes/ 10 days

Teacher Notes:

All games/activities can be modified by splitting up students into smaller groups or participating in the exercises from a desk.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.dance-teacher.com/theory-practice-10-ways-to-introduce-improvisation-2392714896.html>

<https://www.danceadvantage.net/choreography-games/>



<https://www.youtube.com/watch?v=FAwsyRulgoQ>
<https://us.humankinetics.com/blogs/excerpt/symmetry-balancing-shapes>

Lesson Plan 1 Template

Content Area: Dance Lesson Title: Mirroring Time Frame: 30 minutes/
 10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice creating various shapes with their bodies that differ in size and level. - Create movement phrases and perform them with a partner. - Demonstrate concentration and direction of focus in performance of various improvisation techniques. - Students will demonstrate understanding of space, by accurately mirroring movements.	Lesson Sequence - Explain the concept of symmetry with shapes in dance. - Discuss what the meaning of mirroring in dance is and its purpose in dance. - Split up the class in two groups to explore mirroring with a partner. Students will take turns being the leader. - Learn choreography that can be performed with a partner, to be mirrored.	- Observation - Discussion - Performance - Group Work
Differentiation: Tiered products will allow students to achieve a product on their level. Use visuals for support.		
Resources Provided:		



- <https://www.youtube.com/watch?v=FAwsyRulgoQ>
- <https://us.humankinetics.com/blogs/excerpt/symmetry-balancing-shapes>

Lesson Plan 2 Template

Content Area: Dance Lesson Title: Improvisation with Shapes Time Frame: 30 minutes/10 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the difference between choreography and improvisation. • Experiment with the concept of shapes to create and explore movement possibilities. • Identify various shape qualities.	Lesson Sequence 1. Discuss the difference between choreography and improvisation. 2. Complete an improvisational warm up exercise, where students are completing their own moves. 3. Introduce the idea and types of body shapes that can be made in dance. (Round, twisted, straight, angular). 4. Participate in a game that explores each shape, when it is called out.	• Performance • Discussion • Observation

Differentiation:

Use visuals for students to grasp the concept of shapes.

Use modeling to give students examples.

Resources Provided:

- https://www.schooltube.com/media/Feelings+Shapes+Garden+%28+improvisational++dance+for+Pre-K-2%29+/1_p3rd24v1
- *Dance Improvisations: Warm-Ups, Games and Choreographic Tasks* - Justine Reeve



- <https://www.danceadvantage.net/choreography-games/>
- <https://us.humankinetics.com/blogs/excerpt/symmetry-balancing-shapes>

Lesson Plan 3 Template

Content Area: Dance Lesson Title: Statue Dance Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Perform a variety of shapes and control while dancing. • Create spontaneous movement phrases and perform them. • Use spatial awareness while completing an improvisation game.	Lesson Sequence 1. Review the concept of mirroring and shapes through a warm up exercise. 2. Introduce the concept of stillness and how it can be used in improvisation. 3. Play Freeze dance to understand what it means to stop and go. 4. Complete the dance statue game, that requires half the class to freeze while the other half moves. Students will switch roles.	• Performance • Check list • Observation
Differentiation: Tiered products will allow students to achieve a product on their level. Flexible grouping for students.		
Resources Provided: • Anne Green Gilbert's books, <u>Creative Dance for All Ages & Brain-Compatible Dance Education</u>		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 3-5	Unit Title: Improvisation
Created: Nia Imani Jackson	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	3-5	Unit Title:	Swing Dance
Unit Summary: In this unit, students will learn about the technique, vocabulary, and basic history of swing dance. Students will participate in whole group and partner explorations. This Dance unit will focus on the impact of social dances and how these dances helped to build community in society.					
Primary Interdisciplinary Connections: Social Studies, Health, Technology 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Swing dance is a form that allows dancers to connect with each other, while allowing their movement to match the music that is being played.				
Career Readiness	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.				

Learning Targets

Standards:	DA.1.1.5.Cr1, DA.1.1.5.Cr2 , DA.1.1.5.Pr5, DA.1.1.5.Pr6, DA.1.1.5.Re7, DA.1.1.5.Re9 , HPE.2.5.6.C, SOC.6.1.4.C.9, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12, SEL.PK-12.4, SEL.PK-12.5; 9.2.5.CAP.1; 9.4.5.TL.1
Content Statements:	DA.1.1.5.Cr1 -Generating and conceptualizing ideas. DA.1.1.5.Cr2 -Organizing and developing ideas. DA.1.1.5.Pr5 -Developing and refining techniques and models or steps needed to create products. DA.1.1.5.Pr6 -Conveying meaning through art. DA.1.1.5.Re7 -Perceiving and analyzing products. DA.1.1.5.Re9 -Applying criteria to evaluate products. HPE.2.5.6.C- Sportsmanship, Rules, and Safety SOC.6.1.4.C-Economics, Innovation, and Technology SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):



DA.1.1.5.Cr1 .a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, experiences, literary forms, natural phenomena, current news) to build dance content.
DA.1.1.5.Cr 2.b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
DA.1.1.5.Pr5 .d	Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core).
DA.1.1.5.Pr5 .e	Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
DA.1.1.5.Pr 6.b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
DA.1.1.5.Re 7.b	Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.
DA.1.1.5.Re 9.a	Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
HPE.2.5.6. C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
SOC.6.1.4.C .9	Compare and contrast how the availability of resources affects people across the world differently.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL.PK-12. 2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12. 5. 5	Identify who, when, where, or how to seek help for oneself or others when needed.



9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How is a dance understood?
- What criteria are used to evaluate dance?
- What types of movements are a part of swing dance?
- How can you perform the various movements and patterns in dance?
- How can dancers move with a group of people and with a partner?
- How does music influence our dancing?

Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Dance is perceived and analyzed to comprehend its meaning.
- Criteria for evaluating dance vary across genres, styles and cultures.
- Line dances impact society.
- Moving in unison using simple movement phrases is a valuable choreographic tool.
- Line dances help to build community by bringing people together.

Unit Learning Targets:

Students will....

- Learn the idea of teamwork through partnered dancing.
- Be introduced to the history and culture of swing dancing.
- Learn to add their own personality or style to choreography.
- Identify characteristics of swing dance.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker, Laptop, Music playlist

Teacher Youtube videos can be used to learn basic swing dance moves.

Resources:



Formative Assessments:

- Performance
- Observation
- Check list
- Discussions

Lesson Plans

Lesson	Time Frame
Lesson 1 Teamwork in Dance	30 minutes/ 10 days
Lesson 2 Swing Choreography	30 minutes/ 10 days
Lesson 3 Swing Performance	30 minutes/ 10 days

Teacher Notes:

When partnering, students can simply face each other without contact or use short scarves or bandanas that can be used to hold hands with a partner, without touching. Having each student in the pair hold one end of the fabric allows them to maintain a connection with their partner.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit

<https://www.ket.org/education/resources/dancesense/>

www.ballroomdancers.com

<https://www.youtube.com/watch?v=BQqFl5qqK3s> (Sample routine)

https://docs.google.com/document/d/1G5RczW-f_toWKENNjwJIotguaE3N1PWZEM2mNACee4U/edit



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Teamwork in Dance Time Frame: 30 minutes/10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Health, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Introduce the idea of teamwork when dancing with a partner and a group of people. - Identify the history and characteristics of swing dancing. - Practice basic swing dance moves with proper technique.	Lesson Sequence - Introduce swing dance, explain the characteristics of the style and the basic origins and purpose behind the movement. - Allow students to discuss what teamwork is and what rules should be followed when dancing with a partner. - Teach students basic swing movements (Open step, Rock step, etc...) - Practice the same moves while facing a partner.	- Checklist - Observation - Discussion - Performance
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://www.youtube.com/watch?v=ujlYTHEwu-A https://docs.google.com/document/d/1G5RczW-f_toWKENNjwJIotguaE3N1PWZEM2mNACee4U/edit https://dance.lovetoknow.com/Swing_Dance_Steps		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Swing Time Frame: 30 minutes/
 Choreography 10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Health, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the history and characteristics of swing dancing. - Practice dancing set choreography while facing a partner. - Learn to add their own personality or style to choreography.	Lesson Sequence - Review the elements of swing dance and the basic origins of the style. - Practice the basic steps as a whole group. *Depending on the level you may teach turning steps or spatial patterning. - Review how to dance with a partner and practice the steps while facing a partner. - Learn swing choreography.	- Checklist - Observation - Discussion - Performance
Differentiation: Flexible grouping/ partners. Goal setting with students.		
Resources Provided: www.ballroomdancers.com https://www.youtube.com/watch?v=BQqFl5qqK3s https://docs.google.com/document/d/1G5RczW-f_toWKENNjwJIotguaE3N1PWZEM2mNACee4U/edit		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Swing Performance Time Frame: 30 minutes/10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Health, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice the idea of teamwork through performing choreography with a partner. - Learn to add their own personality or style to choreography, when performing . - Showcase characteristics of swing dance by performing a choreographed dance.	Lesson Sequence 1. Discuss the difference between performance and a rehearsal. 2. Explain how dancers can perform choreography by adding in their own style. 3. Review the choreographed dance. 4. Practice performing the dance with a partner in smaller groups.	• Checklist • Observation • Discussion • Performance
Differentiation: Flexible grouping/ partners. Goal setting with students. Demonstrations will be used to provide visuals for students.		
Resources Provided: • www.ballroomdancers.com • https://www.uen.org/themepark/imagination/dance.shtml • https://docs.google.com/document/d/1G5RczW-f_toWKENNjwJIotguaE3N1PWZEM2mNACee4U/edit		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 3-5	Unit Title: Swing Dance
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	3-5	Unit Title:	Creating Movement
Unit Summary: In this unit, students will create group dances that express a theme. Students will apply cannons and facing/ level changes (choreographic tools) to create different movement patterns in their choreography.					
Primary Interdisciplinary Connections: Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy [x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Choreographic tools are used in choreography to create a variety of movements. Applying these tools to a dance can make the piece become more unique.				
Career Readiness	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.				

Learning Targets

Standards:	DA.1.1.5.Cr1 , DA.1.1.5.Cr2 , DA.1.1.5.Pr4 , DA.1.1.5.Pr6, SEL.PK-12.1,SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 9.2.5.CAP.1; 9.4.5.TL.1				
Content Statements:	DA.1.1.5.Cr1 -Generating and conceptualizing ideas. DA.1.1.5.Pr4 -Selecting, analyzing, and interpreting work. DA.1.5.Cr2 -Organizing and developing ideas. DA.1.1.5.Pr6 -Conveying meaning through art. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills				
CPI#:	Cumulative Progress Indicator (CPI):				
DA.1.1.5.Cr1 .b	Solve multiple movement problems using the elements of dance to develop dance content.				
DA.1.1.5.Cr 2 .a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.				
DA.1.1.5.Cr 2 .b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.				



DA.1.1.5.Pr 4.a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
DA.1.1.5.Pr 4.b	Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
DA.1.1.5.Pr 6.c	Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).
CAEP.9.2.4. A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12. 2. 2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 4. 3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12. 5.1	Establish and maintain healthy relationships.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Unit Essential Questions: • How do dancers work with space, time and energy to communicate artistic expression? • What must a dancer do to prepare the mind and body for artistic expression? • How does a dancer heighten artistry in a public performance? • Where do choreographers get ideas for dances? • How can improvisation lead to composition? • What are the choreographic structures and devices? • How do professional choreographers use the choreographic devices, structures, and elements to convey meaning? • How have we participated in this unit as dancers and choreographers?	
Unit Enduring Understandings:	



- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Students will be able to understand how dance can help a person achieve personal and professional goals.

Unit Learning Targets:

Students will....

- Create short dance studies based on a theme.
- Describe and apply choreographic devices, structures, and elements to improvisation and choreography.
- Analyze a dance video for their use of choreographic devices, structures, and elements.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker and Laptop

Teacher Youtube and Jacob's Pillow videos to share as examples of choreography.

Resources:

Formative Assessments:

- Performance
- Observations
- Written Assignments
- Group Work

Lesson Plans

Lesson	Time Frame
Lesson 1 Choreography	30 minutes/ 10 days
Lesson 2 Cannon	30 minutes/ 10 days
Lesson 3 Facings and Levels	30 minutes/ 10 days

Teacher Notes: The themes for choreography can change depending on the instructor's artistic vision.

Curriculum Development Resources/Technology Resources:



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Click the links below to access additional resources used to design this unit:

<https://danceinteractive.jacobspillow.org>

https://educationcloset.com/wp-content/uploads/2014/09/Dance_Glossary_2012_for_2013-2.pdf

<https://www.abt.org/community/education-programs/>

<https://apps.apple.com/us/app/dancemaker/id1180809091>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Choreography Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Create a dance utilizing choreographic devices and structures. - Work in groups to choreograph a collaborative piece. - Analyze professional choreography as an example of their use of theme and structure.	Lesson Sequence - A video will be shown as an example of choreography. - Discuss the structure of a dance. (Beg., Mid., End) - Share a list of expectations for the group choreography. - Students will be split up into groups to create choreography on a theme that is selected by the instructor. - Perform group dances to learn the importance of having a set structure.	- Discussion - Observation - Performance - Checklist
Differentiation: Use of collaboration for various activities.		
Resources Provided: https://www.abt.org/community/education-programs/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Cannon Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe and apply choreographic devices, structures, and elements to choreography. - Memorize choreography by practicing the movement. - Edit choreography to make improvements to the piece.	Lesson Sequence - Review the structure of a Choreographed dance. - Practice group choreography. - Discuss the idea of a cannon in choreography. - Practice how to perform a cannon as a whole class. (The wave) - In the choreography groups, students will add a cannon into their dance.	- Performance - Observation - Discussion
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://www.youtube.com/watch?v=9pAU6j8LZ2U http://willowcreekdance.weebly.com/uploads/3/7/3/6/37360265/ripples_canons_time_level_2.pdf		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Facings and Levels Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Memorize choreography by practicing the movement. - Edit choreography to make improvements to the piece. - Perform a dance utilizing choreographic devices, structures and principles.	Lesson Sequence - Review the structure of a dance and the meaning of a cannon. - Practice group choreography. - Discuss the concept of levels and facing in choreography. - In the choreography groups, students will add levels and facings into their dance. - Perform the finished product in groups.	- Discussion - Observation - Group Work - Performance

Differentiation:

Tiered products will allow students to achieve a product on their level.

Resources Provided:

- <https://www.youtube.com/watch?v=9pAU6j8LZ2U>
- [https://educationcloset.com/wp-content/uploads/2014/09/Dance Glossary 2012 for 2013-2.pdf](https://educationcloset.com/wp-content/uploads/2014/09/Dance_Glossary_2012_for_2013-2.pdf)
- <https://www.abt.org/community/education-programs/>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Dance	Grade Level: 3-5	Unit Title: Creating Movement
Created: Nia Imani Jackson	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Dance	Grade Level:	3-5	Unit Title:	Group Performance
Unit Summary: In this unit, students will learn about the performance process. Each lesson will teach students how dancers prepare, rehearse, and perform choreography. Students will also share critiques/ feedback to help improve their performance and choreography.					
Primary Interdisciplinary Connections: Health, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	A performance is any type of culminating experience that allows dancers to share their work. There are many steps within this process that teach dancers how to be focused and prepared to perform.				
Career Readiness	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.				

Learning Targets

Standards:	DA.1.1.5.Cr2, DA.1.1.5.Cr3, DA.1.1.5.Pr5, DA.1.1.5.Pr6, DA.1.1.5.Re8, HPE.2.5.6 SEL.PK-12.1, SEL.PK-12.2 SEL.PK-12.3 SEL.PK-12.4 SEL.PK-12.5 ; 9.2.5.CAP.1; 9.4.5.TL.1
Content Statements:	DA.1.1.5.Cr2 -Organizing and developing ideas. DA.1.1.5.Cr3 -Refining and completing products. DA.1.1.5.Pr5 -Developing and refining techniques and models or steps needed to create products. DA.1.1.5.Pr6 -Conveying meaning through art. DA.1.1.5.Re8 -Interpreting intent and meaning. HPE.2.5.6.C- Sportsmanship, Rules, and Safety SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
DA.1.1.5.Cr 2.b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
DA.1.1.5.Cr 3 .a	Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.



DA.1.1.5.Pr5 .d	Demonstrate increased flexibility, strength, and endurance using a variety of bases of support (e.g., body shapes, levels, core).
DA.1.1.5.Pr5 .e	Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
DA.1.1.5.Pr 6 .b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
DA.1.1.5.Pr 6 .c	Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).
DA.1.1.5.Pr 6 .d	Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.
DA.1.1.5.Re 8 .a	Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
HPE.2.5.6. C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2. 3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3. 4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 4.1	Develop, implement and model effective problem solving and critical thinking skills.
SEL.PK-12. 5. 2	Utilize positive communication and social skills to interact effectively with others.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
Unit Essential Questions: • What influences choice-making in creating choreography? • How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?	



- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression?
- How is dance interpreted?
- How does a dancer heighten artistry in a public performance?
- What is a performance?
- What is feedback?
- What makes a strong performer?
- What is a rehearsal?

Unit Enduring Understandings:

- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- 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.
- Teamwork and cooperation are important when performing with a group.
- Critiques can help a dancer and choreography improve their performance.
- Rehearsal/ practice helps dancers feel more comfortable and helps them remember the steps.
- There is a specific etiquette you must follow to be a performer.

Unit Learning Targets:

Students will....

- Perform a dance for an audience that can be adapted to various performance venues.
- Utilize skills to successfully participate in a performance.(cooperation, self-discipline, team work, confidence, and overall feelings of success)
- Demonstrate culmination of dance skills learned by performing student choreography.
- Use positive critiques to analyze a dance.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Speaker and Laptop

Teacher <https://us.humankinetics.com/collections/dance>

Resources:

Formative Assessments:

- Observation
- Performance
- Group Work
- Feedback



Lesson Plans

Lesson	Time Frame
Lesson 1 Rehearsal	30 minutes/ 10 days
Lesson 2 Critiques	30 minutes/ 10 days
Lesson 3 Practice and Performance	30 minutes/ 10 days

Teacher Notes:

The “performance” aspect of this unit can be informal.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://apps.apple.com/us/app/dancemaker/id1180809091>

<https://www.ket.org/education/resources/responding-to-dance/>

www.humankinetics.com



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Rehearsal Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Videos of professional choreographed work will be shown.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate clarity in performing specific dance techniques. • Identify the stage directions used in a professional theatre. • Practice using audience and performer etiquette while observing/performing during each group dance.	Lesson Sequence 1. Discuss the concept of a rehearsal and why it is important to practice. 2. Introduce the difference between a rehearsal and a performance. 3. Learn stage directions and play a game to embody the vocabulary. 4. Practice choreography/group dances. 5. Practice being an audience member when observing each group dance.	• Discussion • Performance • Observation
Differentiation: Tiered products will allow students to achieve a product on their level. Games will be incorporated to promote synthesis of the material. Use of collaboration for various activities.		
Resources Provided: • https://danceteachingideas.com/lesson-plan-ideas-to-support-dance-rehearsal-in-the-primary-classroom/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Critiques Time Frame: 30 minutes/
10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: Students will use music playlists as stimuli for movement.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and apply stage directions used in a professional theatre. - Practice using audience and performer etiquette while observing/performing during each group dance. - Apply feedback to improve choreography and performance.	Lesson Sequence - Review the stage direction, rehearsal, and performance vocabulary. - Discuss the etiquette of being a performer. - Practice choreographed dances. - Share how feedback can help improve a dance. - Use feedback sentence starters to give feedback, while each group performances.	- Observation - Discussion - Performance - Feedback
Differentiation: Tiered products will allow students to achieve a product on their level. Sentence starters can help students give feedback.		
Resources Provided: https://www.teacherspayteachers.com/Product/Positive-Feedback-Sentence-Starters-420334		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Practice and Performance Time Frame: 30 minutes/10 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Technology

Integration of Technology: A video camera may be used to record student choreography.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform a dance for an audience that can be adapted to various performance venues. - Utilize skills to successfully participate in a performance. - Demonstrate culmination of dance skills learned by performing student choreography.	Lesson Sequence - Discuss the structure of a typical performance. - Review the importance of performance etiquette. - Rehearse all of the group pieces. - Apply feedback given for the dances that are being shared. - Participate in an informal performance that showcases the group dances.	- Observation - Performance - Group Work
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://apps.apple.com/us/app/dancemaker/id1180809091 https://www.ket.org/education/resources/responding-to-dance/ - www.humankinetics.com		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 3-5	Unit Title: Group Performance
Created: Nia Imani Jackson	Board Approved on:	Type Here