

**Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey**  
**Pascack Valley High School, Hillsdale, New Jersey**

**Course Name:      Dance**

Born On: July, 2020  
Board Approval: 9/24/20  
Revised Approval: August 31, 2023

<b>Content Area</b>	Dance	<b>Grade Level</b>	9-12
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## Sequence Chart

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>
Dance History	1 week
Ballet	2 weeks
Modern	2 weeks
Jazz	2 weeks
Hip-Hop	2 weeks
Multicultural	2 weeks
Choreography	1 week
Performance & Critique	2 weeks

<p><b>Content Area: Dance</b></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How are forms of Dance influenced by time, place, and people?</li> <li>● Why is it important to continuously develop and maintain good ballet technique?</li> <li>● Does Ballet influence or take away from modern dance?</li> <li>● What is “improvisation” and how are those elements built into Jazz dance?</li> <li>● What controls the dance; the dancer or the music?</li> <li>● How is dance an important element in a culture?</li> <li>● What is the process for creating an original work?</li> <li>● What makes an effective dance performer?</li> <li>● What makes an effective dance performance?</li> <li>● How does one critique a dance performance?</li> </ul>
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<p><b>Key Vocabulary</b></p>	<table border="1"> <tr><td>accent</td><td>legs</td></tr> <tr><td>agility</td><td>literal</td></tr> <tr><td>asymmetrical</td><td>manipulation</td></tr> <tr><td>blocking</td><td>minimalism</td></tr> <tr><td>canon</td><td>Motif notation</td></tr> <tr><td>character</td><td>Movement sentence</td></tr> <tr><td>choreographer</td><td>narrative</td></tr> <tr><td>combination</td><td>Non-locomotor movement</td></tr> <tr><td>Contact improvisation</td><td>Pedestrian movement</td></tr> <tr><td>contrast</td><td>Personal space</td></tr> <tr><td>Critical protocol</td><td>proscenium</td></tr> <tr><td>Curtain line</td><td>relationship</td></tr> <tr><td>Dance flooring</td><td>respond</td></tr> <tr><td>design</td><td>rhythm</td></tr> </table>	accent	legs	agility	literal	asymmetrical	manipulation	blocking	minimalism	canon	Motif notation	character	Movement sentence	choreographer	narrative	combination	Non-locomotor movement	Contact improvisation	Pedestrian movement	contrast	Personal space	Critical protocol	proscenium	Curtain line	relationship	Dance flooring	respond	design	rhythm
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	<p>effort</p> <p>expressionism</p> <p>figure</p> <p>Floor pattern</p> <p>focus</p> <p>fusion</p> <p>genre</p> <p>gesture</p> <p>grid</p> <p>hyperextension</p> <p>impulse</p> <p>jazz</p> <p>kinesphere</p> <p>labanotation</p>	<p>rubric</p> <p>Sequential movement</p> <p>skip</p> <p>space</p> <p>Stage left</p> <p>style</p> <p>swing</p> <p>Traditional dance</p> <p>upstage</p> <p>warm-up</p> <p>Working leg</p>	
<p><b>21<sup>st</sup> Century Themes and Interdisciplinary Connections (NJAC 6A:8-3.1(c))</b></p>	<p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).</p> <p>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <p>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <p>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p>		

2.2.12.PF.1: Compare the short- and long- term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence to add interest.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and

	<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Examples:</p> <p>Social Studies: History of popular culture.                  English: Composition and study of written critique.                  World Languages: Cultural studies and terminology as they relate to language study.                  Mathematics: Connections can be made to angles, linear studies, and geometry.                  Health and PE: Connections to personal health, flexibility, physical fitness, and kinesthetics.                  Climate Change: Explore impact of culture on awareness of climate change</p>
<p><b>Core Instructional Materials including digital tools</b></p>	<p>Facility: Dance floor, Ballet Barres, Full-length Mirrors, Sound System                  Additional materials can include various audio and video recordings and printed materials.</p>

**Career Readiness, Life Literacies, and Key Skills and 21<sup>st</sup> Century Themes and Skills**

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.DC.7: Evaluate the influences of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, daa, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media source for point of view, bias, and motivation (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

CRP1. Dancers working together in ensembles understand the obligations and responsibilities of being a member of a community. They consider the impacts of their

decisions on others, think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams.

CRP3. Dancers understand the relationship between personal health and personal well-being. They practice healthy diet and exercise.

CRP4. Dancers working together in ensembles understand the importance of clear communication. They communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They are skilled at interacting with others, both other dancers and also think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Dance performances often consider the social condition, responding to the current social and human condition. They understand the interrelated nature of their actions and make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment.

CRP6. Dancers demonstrate creativity and innovation. In choreography and performances, they solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their dance ensemble. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own dance. Dancers take action on their ideas and understand how to bring innovation to an organization.

CRP7. In the study of the history of dance, students employ valid and reliable research strategies. They are able to apply this knowledge and make decisions, change practices or inform strategies. They are use reliable research process to search for new information.



CRP8. In any performance, dancers need to problem-solve. In preparing performances, dancers readily recognize problems, understand the nature of the problem, and devise effective plans to solve the problem. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others in the ensemble.

CRP9. As members of dance ensembles, dancers practice modeling integrity, ethical leadership and effective management. Dancers work to consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in their ensemble. They work to positively impact the directions and actions of their ensemble, working together as a team.

CRP10. While dancers often work as part of ensembles, dancers also explore personal goals and act to achieve these goals. They recognize the importance of each step in their education and seek out mentors to help them meet their personal goals.

CRP11. Dancers use technology both to learn dance skills and also to showcase their dancing as an alternative to live performances. Use of technology enhances a dancer's productivity and so dancers work to become flexible and adaptive in acquiring new technology.

CRP12. Dancers work productively in teams while using cultural global competence. They positively contribute to their dance ensemble and apply an awareness of cultural differences in their study of dance and their performances.

<p><b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p>	<p>8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p> <p>8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the sign, creation, and maintenance of a chosen product.</p>
<p>Anchor Standard 1: Generating and conceptualizing ideas</p>	<p>Essential Question: Where do choreographers get ideas for dances?  Performance Expectations:</p> <p>Proficient:</p> <p>1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.</p> <p>Accomplished</p> <p>1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p>

	<p>1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.</p> <p>Advanced</p> <p>1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.</p> <p>1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>
<p>Anchor Standard 2: Organizing and developing ideas</p>	<p>Essential Question: What influences choice-making in creating choreography?</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.</p> <p>1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p>Accomplished</p>

	<p>1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.</p> <p>1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</p> <p>Advanced</p> <p>1.1.12adv.Cr2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p>1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.</p>
<p>Anchor Standard 3: Refining and completing products</p>	<p>Essential Question: How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.</p> <p>1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p> <p>Accomplished</p>

	<p>1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.</p> <p>1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).</p> <p>Advanced</p> <p>1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>1.1.12adv.Cr3b: Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.</p>
<p>Anchor Standard 4: Selecting, analyzing, and interpreting work</p>	<p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p> <p>Performance Expectations: Proficient</p> <p>1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.</p> <p>1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</p>

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

#### Accomplished

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

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

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

#### Advanced

1.1.12adv.Pr4a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

1.1.12adv.Pr4b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.

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

Anchor Standards 5: Developing and Refining techniques and models or steps needed to create products

Essential Question: How is the body used as an instrument for technical and artistic expression?

Performance Expectations:

Proficient

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

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

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

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

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

Accomplished

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

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

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

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

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

Advanced

1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.

1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.

1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.



Anchor Standard 6: Conveying meaning through art.

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?

Performance Expectations:

Proficient

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

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

1.1.12prof.Pr6c: Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances.

Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.812prof.Pr6d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

Accomplished

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

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

1.1.12acc.Pr6c: Implement performance strategies to enhance projection.

Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process

using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.812acc.Pr6d: Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

Advanced

1.1.12adv.Pr6a: Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

1.1.12adv.Pr6b: Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.

1.1.12adv.Pr6c: Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.

1.1.812adv.Pr6d: Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

Anchor Standard 7: Perceiving and analyzing products.

Essential Question: How is a dance understood?

Performance Expectations:

Proficient

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

1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Accomplished

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

1.1.12acc.Re7b: Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

Advanced

1.1.12adv.Re7a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.

1.1.12adv.Re7b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.

<p>Anchor Standard 8: Interpreting intent and meaning.</p>	<p>Essential Question: How is dance interpreted?</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.1.12prof.Re8a: Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.</p> <p>Accomplished</p> <p>1.1.12acc.Re8a: Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.</p> <p>Advanced</p> <p>1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.</p>
<p>Anchor Standard 9: Applying criteria to evaluate products.</p>	<p>Essential Question: What criteria are used to evaluate dance?</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.1.12prof.Re9a: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p> <p>Accomplished</p> <p>1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p> <p>Advanced</p>

	<p>1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.</p>
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>	<p>Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us? Performance Expectations: Proficient</p> <p>1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.</p> <p>1.1.12prof.Cn10b: Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. Accomplished</p> <p>1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</p> <p>1.1.12acc.Cn10b: Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance. Advanced</p>

	<p>1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</p> <p>1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.</p>
<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	<p>Essential Questions: How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</p> <p>Performance Expectations:</p> <p>Proficient</p> <p>1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.</p> <p>Accomplished</p> <p>1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.</p> <p>Advanced</p> <p>1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.</p>

Career Readiness, Life Literacies,  
and Key Skills (2020 NJSL)

**Standard 9.2 Career Awareness, Exploration, Preparation and Training:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

As part of their participation in the Dance course, students will learn about post-secondary and career options related to dance and the performing arts including performance, production, and education.

Students will additionally learn the following skills:

- Be a Responsible Member of the Performing Arts Community: Act with an awareness of the impacts of your creative decisions on the audience, colleagues, and the artistic environment.
- Attend to Financial Well-Being in the Arts: Manage personal finances to support a sustainable career in dance or performing arts.
- Consider Environmental, Social, and Economic Impacts in Artistic Decisions: Make creative choices that positively influence society and the environment, adapting to new artistic methods and regulations.
- Demonstrate Creativity and Innovation in Performances: Regularly develop novel artistic expressions and incorporate unique ideas into performances.
- Utilize Critical Thinking in Artistic Problem Solving: Identify and resolve creative challenges, thoughtfully considering various artistic options and implementing effective solutions.
- Model Integrity and Ethical Leadership in Artistic Environments: Uphold artistic integrity, influence others positively, and understand the impact of leadership on creative collaboration and organizational culture.
- Plan Personal Education and Career Paths in the Arts: Strategically plan for educational and career development in dance or performing arts, seeking mentorship and understanding diverse career options.
- Use Technology to Enhance Artistic Productivity and Communication: Employ technology to improve artistic expression, collaboration, and effective communication in the arts.

	<p>-Work Productively in Diverse Artistic Teams: Collaborate effectively in creative teams, respecting cultural differences and enhancing the engagement and contribution of all team members.</p>
<p><b>Pacing Guide</b></p>	<p><b>Unit 1: Dance History</b>  Significant choreographers throughout history and understand their social, political, and historical influence in Dance. The various movement and aesthetic styles of significant artists and artistic works in Dance that represent various historical periods, world cultures, and social/political influences. The relationship of philosophies and values of movement among various individuals and the societies in which they are created.</p> <p><b>Unit 2: Ballet</b>  Identify and differentiate between Romantic, Classical, and Contemporary styles of Ballet. Identify and integrate specific musicality that is used in Ballet dance: adagio (slow and sustained), petite allegro (small and brisk), grand allegro (large and strong), triplets, and suspension Identify and execute the proper positions of the body: Intro: 1st, 2nd, 3rd, 4th, and 5th position of the feet and arms. Identify and execute proper barre exercises and techniques: Intro: plie, rel</p> <p><b>Unit 3: Modern</b>  Identify and differentiate between various modern dance pioneers and the styles they created Identify and integrate specific musicality that is used in Modern dance: Counting movement/music aloud, clapping, and to oneself). Counting/Dancing in “eights”. Identifying the downbeat and accenting it. Triplets, suspension, momentum, tempo, dynamic, contrasting the music, contrasting the music Experience various types of accompaniment that is often used in Modern dance: percussion, poetry, song, silence, self-made sound, recorded sound, instrument, pedestrian/random sound.</p>



**Unit 4: Jazz**

Identify and differentiate the evolution of Jazz dance styles from the past and present: African American vernacular dance, vaudeville, Tap dance, Charleston, Jitterbug, Swing, Caribbean, Broadway, Musical Theater.. Identify and integrate specific musicality that is used in Jazz dance: identifying and understanding the down beat, finding/accenting it, half time, full time, syncopation, isolation, repetition, improvisation, enthusiasm, groove, swing, funk. Identify and execute the proper positions of the body: “Turned In” / parallel positions of the feet and legs. Identify and execute proper center exercises and techniques: Intro: isolations of the head, neck, arms, and shoulders, plie, tendu, releve, body rolls, point, flex.

**Unit 5: HIP-HOP**

Experience and explore how to dissect a beat in order to discover as many instruments or sounds as possible.. Explore the story behind hip hop. Identify and experience the elements of hip hop: DJ-ing, MC-ing, and Personal Style. The proper and sufficient warm ups before and after a Hip Hop class. body: grounded, loose, low to the floor, bent knees, active facial expression and personality Identify and execute proper center exercises and techniques: Body rolls, core work, “hitting” movement with power and energy, spins, on and off the beat.

**UNIT 6: Multicultural**

Identify and integrate specific musicality that is used in various multi-cultural dance forms: variations of time pattern, accents, tempo changes, dynamic, form, is movement contrasting or similar to the music Identify and experience movement as a function of storytelling, as a reflection of people’s roles in a given society, a function of celebration, and a function of religious ritual. Introduction to Bharatanatyam, Capoeira, Flamenco, and Hora. Discussion will also include interdisciplinary connections to literature, history, and the societal and economic implications of climate change on daily living of people around the world and it’s connection to movement and expression.

**Unit 7: Choreography**

Understand how to communicate feelings and ideas through their own movement: telling a story, expression of an emotion or mood, imitation of a person, place, or thing, concentration on rhythmic ideas, simple locomotive or spatial patterns, concentration on

tempo changes, influence of spoken word or lyric, pedestrian movements, gestures. Explore and experience how to structure a piece of design and/or choreography.

**Unit 8: Performance & Critique**

Participate in a performance fostering self-cooperation, self-discipline, confidence, and feelings of success. Demonstrate technical skills in Dance appropriate to the student’s developmental level in the styles taught. Demonstrate performance skills to include clear comprehension of repertoire of dance pieces both teacher taught and student created. Experience artistic expressiveness, focus, and poise. Learn how to critique one’s own work and the work of others. Understand constructive criticism and the criteria for assessing Dance in various styles.

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
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<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use music from the student's home country.</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom/Studio</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Alteration of moves with less reps or flexibility.</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on</p>
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The 2020 Standards are described in three levels of proficiency. These levels allow for a growth mindset, appropriate feedback, and to build on the foundations established in Grades K-8. Additionally, the focus is not only on performance but also on students' understanding of dance theory, history, and cultural relevance.

<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>
<p>Students at the <i>proficient</i> level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.</p>	<p>Students at the <i>accomplished</i> level are, with minimal assistance, able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts performances, products, or presentations that demonstrate technical proficiency and personal communication and expression. They use the art form for personal realization and well-being and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p>	<p>Students at the <i>advanced</i> level independently identify challenging arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. As arts learners, they exploit their personal strengths and apply strategies to overcome personal challenges. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>

<p>A level of achievement attainable by most students who complete a high school level course in the arts (or equivalent) beyond the foundation of quality K–8 instruction.</p>	<p>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the <i>proficient</i> level.</p>	<p>A level and scope of achievement that significantly exceeds the <i>accomplished</i> level. Achievement at this level is indisputably rigorous and substantially expands students’ knowledge, skills, and understandings beyond the expectations articulated for accomplished achievement.</p>
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