

Course: Dance
Unit #1: Elements of Dance and Kinesthetic Movements

Year of Implementation: 2023-2024

Curriculum Team Members: Nicole Patterson npatterson@lrhsd.org, Callie Darroch cdarroch@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 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).
 - 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.
 - **Career Readiness, Life Literacies, and Key Skills NJSLs**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLC-C>

○ ***Interdisciplinary Content Standards***

- 1.1.2.Pr4a: 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.

- 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
- 1.1.2.Pr5e: 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).
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.
- 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
- 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.
- 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
- 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
- 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
- 1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: *Students will be able to independently use their learning to reflect on the effectiveness of dance and its mind-body wellness benefits.*

As aligned with LRHSD Long Term Learning Goal(s):

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

EU 1

- the elements of dance, dance structures, and choreographic devices serve as both foundation and departure point for choreographers.

EU 2

- body, action, space, time, and energy are basic elements of dance.

Essential Questions

EU 1

- What makes an effective dance performance?
- How does one critique a dance performance?
- What criteria are used to evaluate dance?

EU 2

- How do I utilize, identify and develop the different possibilities of movement and imagery with my body?
- How is the body used as an instrument for technical and artistic expression?

<p>EU 3</p> <ul style="list-style-type: none"> dancers use the mind-body connection and develop the body as an instrument for artistic expression. 	<ul style="list-style-type: none"> How are forms of dance influenced by time, place, and people? What is the importance of a proper dance warm up routine? <p>EU3</p> <ul style="list-style-type: none"> How can I recognize a dance to enhance its expressiveness? How does the music affect the performance of the dance? What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> how to analyze a dance performance. (2.2.12.MSC.3) <p>EU 2</p> <ul style="list-style-type: none"> the importance of dance stretching, dance safety precautions and spatial awareness. (2.2.12.PF.1) the five basic elements of dance. (2.2.12.MSC.3) how to recognize and identify dance elements (2.2.12.MSC.3) <p>EU 3</p> <ul style="list-style-type: none"> how to integrate skills into choreography. (2.2.12.MSC.3, 2.2.12.PF.2) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> apply safety principles in a dance environment. (2.2.12.PF.1) apply elements of movement and combine them into sequences. (2.2.12.MSC.3) <p>EU 2</p> <ul style="list-style-type: none"> demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres. (2.2.12.PF.1) demonstrate balance and coordination in choreography and performance in a variety of dance genres. (2.2.12.LF.3) <p>EU 3</p> <ul style="list-style-type: none"> demonstrate body alignment with proper rhythm and tempo. (2.2.12.MSC.3)

Stage Two - Assessment	
Stage Three - Instruction	
<p><u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. <i>{place A, M and/or T along with the applicable EU number in parentheses after each statement}</i> All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection</p> <p><u>Suggested Learning activities are examples but are not limited to:</u></p> <ul style="list-style-type: none"> ● Creative movements & spatial awareness ● Stretching and foundations of a proper dance warm up ● Five Basic Elements of dance ● Understanding Time / Rhythm / Tempo ● Performing Movements <p>The activities listed in all of the LRHSD approved Physical Education curricula can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).</p> <ul style="list-style-type: none"> ● Take video footage of only classmate(s)' feet and legs as they are rehearsing a dance; repeat with only the upper body; use it to revise performance. (A, M, T, EU1) ● Create a 4 step dance using the basic elements to a "today's hit" song. (M, T, EU1) 	

- Teacher will introduce terminology specific to each activity to students using the “part to whole” instructional strategy. **(A, EU1, EU2, EU3)**
- Students will demonstrate partner mirroring instructional strategy to learn basic elements of dance. **(A, EU1)**
- Students will demonstrate spatial awareness during freeze dance, tag type activities. **(M, EU1)**
- Students will demonstrate creative movements during activities that represent moving like an animal, a growing flower, etc. **(M, EU1)**
- Students will demonstrate proper stretching and warm up techniques for a dance performer **(M, T, EU1)**
- Apply the rules, safety precautions, etiquette, and strategies to dances. **(M, T, EU1)**
- Students will model how to perform the basic elements of dance. **(A, EU1)**
- **Students work independently to develop their own skills and techniques in order to play a specific activity properly. (T, EU2)**
- Upon completion of the skills learned in each activity, students will compose a choreographed performance to be taught and reflected on. **(T, EU2, EU3)**
- Students will perform dance skills learned with/without the use of equipment. **(M, EU2, EU3)**
- Have groups or individuals perform the dance steps to one dance, using the jigsaw strategy to create a full dance. **(M, T, EU2, EU3)**
- **Demonstrate social interaction, development, problem solving, and communication skills during dance activities. (A,T, EU2, EU3)**
- Students will self-assess themselves, partner or group performances and reflect on what they can do to improve. **(T, EU2, EU3)**
- Students will create a dance portfolio (video montage of work.) **(T, EU2, EU3)**
- Students will create a solo or group dance with blends of body patterns, range of motion, varied balances, elements of dance and application to proper body mechanics. **(T, EU2, EU3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Elements of Dance and Kinesthetic Movements	20-30
2	History of the Arts and Culture	20-30
3	Dance Fitness	20-30

Instructional Materials

- Digital Music Player
- Speakers
- Poly Spots
- Dancing props (scarves, drum sticks, fabric, paper, etc)
- Hip Hop in a Box
- Just Dance
- Wii Dance
- Youtube
- Chromebooks
- Mirrors
- Projection Screen / Video Player

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.