

CURRICULUM

FOR

DANCE

GRADE 6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer
Science, and Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Joseph Elefante

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Dance
Grade 6

Date of Board Adoption:
September 19, 2023

RAHWAY PUBLIC SCHOOLS CURRICULUM

Dance: Grade 6

PACING GUIDE

Unit	Title	Pacing
1	Analyze	2 weeks
2	Interpret	2 weeks
3	Critique	2 weeks
4	Synthesize	2 weeks
5	Relate	2 weeks
6	Explore	4 weeks
7	Plan	4 weeks
8	Revise	4 weeks
9	Express	8 weeks
10	Embody	8 weeks
11	Present	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions.

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Dance

Unit Title: Analyze

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students begin to compare and contrast dance from diverse genres and cultures using genre-specific dance terminology.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Re7a.** Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.
- 1.1.8.Re7b.** Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4.** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Artists reflect, understand, and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.

Unit Essential Questions:

- How do artists understand and process creative experiences in ways that affect one's beliefs around and responses to personal life experiences?
- How can we understand dance?

Knowledge and Skills:

Students will know...

- We perceive and analyze dance to understand its meaning.

Students will be able to...

- Perceive and analyze dance to understand its meaning.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will demonstrate the ability to perceive and analyze dance to understand its meaning.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion/questioning
- Teacher-curated dance videos
- Written work
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 2 OVERVIEW

Content Area: Dance

Unit Title: Interpret

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students use genre-specific dance terminology, including the elements of dance, dance technique, and context, to interpret dance performances.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.8.Re8a. Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.8.MSC.1. Explain and demonstrate the transition of movement skills from isolated settings into applied settings.

2.2.8.MSC.2. Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.

2.2.8.MSC.4. Analyze, and correct movements and apply to refine movement skills.

2.2.8.PF.2. Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1. Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.3. Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- We can achieve the process of interpreting artistic expression through analysis, expressive intent, context, and subjective experiences.

Unit Essential Questions:

- How does understanding an artist's expressive intent help us understand, interpret, and personally relate to an artistic work?
- How can we interpret dance?

Knowledge and Skills:

Students will know...

- We interpret dance by considering intent, meaning, and artistic expression using the body, elements of dance, dance technique, dance structure, and context.

Students will be able to...

- Interpret dance using the body, elements of dance, dance technique, dance structure, and context.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **End of unit assessment:** Students will demonstrate the ability to use their bodies, the elements of dance, and understanding of dance technique and context to interpret the intent and meaning of a dance performance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Written work

- Teacher-curated dance videos
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 3 OVERVIEW

Content Area: Dance

Unit Title: Critique

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students use genre-specific dance terminology to evaluate the quality and intent of dances from diverse contexts and cultures.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Re9a.** Examine 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.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4.** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Artists use educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
-

Unit Essential Questions:

- How does understanding the quality, intent, and process of an artist's work affect an audience member?
- How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- What criteria can we use to evaluate dance?

Knowledge and Skills:

Students will know...

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

Students will be able to...

- Evaluate dance using educational and industry standards.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will use educational and industry language and criteria to evaluate the quality and intent of a dance performance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Teacher-curated dance videos
- Written work
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 4 OVERVIEW

Content Area: Dance

Unit Title: Synthesize

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students use genre-specific dance terminology and evaluative skills they have developed to interpret the broader meaning and of dance performances. Students begin to examine how dance informs and is informed by broader global issues.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cn10a.** Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 1.1.8.Cn10b.** Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Through the arts, we integrate and synthesize subjective experiences, ideas, knowledge, and contexts to make and interpret meaning.

Unit Essential Questions:

- How does engaging in the arts deepen our understanding of ourselves and relate to other knowledge and events around us?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Knowledge and Skills:

Students will know...

- As we experience dance, we synthesize and integrate all subjective experiences, knowledge, and contexts to interpret meaning.

Students will be able to...

- Interpret meaning of dance using subjective experiences, knowledge, and context.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will use using their subjective experience, knowledge of dance language and criteria, other artistic and cultural knowledge, and context to evaluate and interpret intent and meaning of a dance performance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Teacher-curated dance videos
- Written work
- Movement work

<i>RESOURCES</i>

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 5 OVERVIEW

Content Area: Dance

Unit Title: Relate

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students use genre-specific dance terminology and broader cultural literacy to relate the movement of a dance to the ideas and beliefs of the people of which the dances originate.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.8.Cn11a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.8.MSC.1. Explain and demonstrate the transition of movement skills from isolated settings into applied settings.

2.2.8.MSC.2. Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.

2.2.8.MSC.4. Analyze, and correct movements and apply to refine movement skills.

2.2.8.PF.2. Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1. Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.3. Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- We develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through our interactions with and analysis of the arts.

Unit Essential Questions:

- What relationships can we uncover when we investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
- How does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?
- How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Knowledge and Skills:

Students will know...

- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Students will be able to...

- Relate the movement of a dance to the people or environment in which it was created and performed.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will use using their subjective experience, knowledge of dance language and criteria, other artistic and cultural knowledge, and context to relate the movement of a dance to the people or environment in which it was created and performed.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Teacher-curated dance videos
- Written work
- Movement work

<i>RESOURCES</i>

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 6 OVERVIEW

Content Area: Dance

Unit Title: Explore

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students will use their bodies to explore a variety of the movements they have studied, analyzed, and interpreted. They will also use their bodies to generate their own original dance ideas.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cr1a.** Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Cr1b.** Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4.** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Creative ideas and inspiration can appear from a variety of sources.
- Creativity is a life skill that we can develop.

Unit Essential Questions:

- How do artists generate creative ideas?
- Where do choreographers get ideas for dances?

Knowledge and Skills:

Students will know...

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

Students will be able to...

- Generate ideas for dance using a variety of sources for inspiration.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will supply written or performed evidence of choreographic ideas.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 7 OVERVIEW

Content Area: Dance

Unit Title: Plan

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students will refine their movements to create a choreographed dance performance. The performances include a variety of choreographic devices and structures, which the students choose intentionally to communicate personal, historical, socio-political, and/or cultural meaning.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cr2a.** Demonstrate a variety of choreographic devices and dance structures, to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
- 1.1.8.Cr2b.** Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Artists organize and develop creative ideas by balancing what is known with what is new.

Unit Essential Questions:

- How do artists make creative decisions?
- What influences choice-making in creating choreography?

Knowledge and Skills:

Students will know...

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

Students will be able to...

- Make creative decisions when designing choreography.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will supply written or performed evidence of choreography of a complete musical element.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

- Group choreography work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 8 OVERVIEW

Content Area: Dance

Unit Title: Revise

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students will reflect and make decisions about how to improve and expand their original choreography.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cr3a.** Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
- 1.1.8.Cr3b.** Record changes in a dance sequence through writing and or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4.** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.

Unit Essential Questions:

- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Knowledge and Skills:

Students will know...

- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Students will be able to...

- Reflect on and refine their choreography.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will supply written or performed evidence of reflection on and refinement of their original choreography.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work
- Group choreography work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 9 OVERVIEW

Content Area: Dance

Unit Title: Express

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students perform both improvised and pre-choreographed dance combinations, applying principles of dynamic phrasing, energy, emotional intent, and characterization.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Pr4a.** Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr4b.** Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
- 1.1.8.Pr4c.** Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent and characterization.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.

Unit Essential Questions:

- How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- How do dancers work with space, time, and energy to communicate artistic expression?

Knowledge and Skills:

Students will know...

- Space, time, and energy are basic elements of dance.

Students will be able to...

- Perform both planned and improvised dances.

<p><i>EVIDENCE OF LEARNING</i></p>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will perform or direct a performance of their completed original choreography.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

- Group choreography work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 10 OVERVIEW

Content Area: Dance

Unit Title: Embody

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students develop, expand, and refine their dance technique. They will explore a wider range of motion, and improve their muscular flexibility, strength, and endurance. They will incorporate this technique into movement from various styles of dance.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Pr5a.** Examine how healthful strategies and safe body-use practices are essential for the dancer.
- 1.1.8.Pr5b.** Examine how kinesthetic principles and various body systems relate to the dancing body.
- 1.1.8.Pr5c.** Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space.
- 1.1.8.Pr5d.** Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques.
- 1.1.8.Pr5e.** Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.

- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.3.** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4.** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Artists develop personal processes and skills.
- To express their ideas, artists analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and applying proper criteria.

Unit Essential Questions:

- How do artists improve the quality of their performance?
- How can we use the body as an instrument for technical and artistic expression?

Knowledge and Skills:

Students will know...

- The way we develop the body, execution of movement, and movement quality vary in different dance styles, genres, and traditions.

Students will be able to...

- Perform a variety of dance styles.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will perform a pre-choreographed dance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

<i>RESOURCES</i>

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 11 OVERVIEW

Content Area: Dance

Unit Title: Present

Target Course/Grade Level: Grade 6

Unit Summary: In this unit, students plan and execute a dance performance for an audience.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Pr6a.** Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr6b.** Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Pr6c.** Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer, apply corrections, and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.8.Pr6d.** Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.8.MSC.1.** Explain and demonstrate the transition of movement skills from isolated settings into applied settings.
- 2.2.8.MSC.2.** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3.** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.
- 2.2.8.MSC.4.** Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.PF.2.** Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.LF.1.** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.3. Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Unit Understandings:

Students will understand that...

- Artists judge performance based on criteria that vary across time, place, and cultures.
- Context and how we present work influence the audience response.

Unit Essential Questions:

- When is a performance judged ready to present?
- How do context and the way we present work influence the audiences' response?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?

Knowledge and Skills:

Students will know...

- 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...

- Make decisions about when to present a dance performance.
- Perform a dance in front of an audience.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will perform a pre-choreographed dance accurately and expressively for an audience.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

<i>RESOURCES</i>

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes