

Estell Manor School District



Dance Curriculum PK - 8

Board Approved: 12/21/22

Pacing Guide for Dance Instruction

Unit Title	Targeted Grade(s)	Time Frame	Notes
Creative Movement	PK	8-10 weeks	
Folk Dancing	K-5	8 - 10 weeks per grade level	
Dance 1: Intro to Dance, Jazz, & Ballet	6-8	1 trimester (12 weeks)	Student choice
Dance 2: Modern Dance and World Dance	6-8	1 trimester (12 weeks)	Student choice
Dance 3: Line & Social, Tap	6-8	1 trimester (12 weeks)	Student choice

Content Area: Visual and Performing Arts
Target Grade Level: Pre- K

Unit Title: Creative Movement	Time Frame: 8-10 Weeks
Unit Summary: This unit is designed to present students with the understanding that dance is a means of self-expression.	

Content Standards:
1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
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.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
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.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

Unit Essential Questions: • How does a good audience member act? • How do I feel when I watch and participate in dance performances? • How can I use movement to show feelings? • How can I match my movements to the rhythm and tempo of the music?	Unit Enduring Understandings: • Good audience members act appropriately. • Different performances will make us feel and react differently. • Our bodies can communicate emotions. • We can move along with music.
Unit Objectives: <i>Students will know...</i> • How to use manners while watching a performance • How to recognize what a performance causes them to feel or think • How to show a variety of emotions through movement • How to move their bodies along with the rhythm and tempo of music	Unit Objectives: <i>Students will be able to...</i> • Use appropriate manners while watching a performance • Describe their feelings and reactions to various performances • Move their bodies to communicate different emotions • Match body movements to different rhythms and tempos

Assessments:	Formative: observations, discussions free movement Summative: videotaped dance performances Alternative: charades (ex: show a happy movement, sad movement, etc.), oral description of feelings and reactions to movement Benchmark: pre/post audience skills checklist
Instructional Materials:	https://www.youtube.com/watch?v=2UcZWXvgMZE https://www.youtube.com/watch?v=oOT29Urisp4 https://www.youtube.com/watch?v=TSdeIhm v6v0 Teacher created charade cards / posters Props
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal

	cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Enrichment: choice of activity, creation of props, longer sequence of movements
Career Readiness, Life Literacies, & Key Skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job..
Computer Science & Design Thinking	8.2.2.ITH.3: Identify how technology impacts or improves life.
Cross - curricular Standards:	0.3.P.A.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. 0.1.P.A.1 Express individuality by making independent decisions about which materials to use. 0.1.P.A.3 Actively engage in activities and interactions with teachers and peers. 0.5.P.A.2 Engage in pretend play. 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

Content Area: Visual and Performing Arts	
Target Grade Level: K-5	
Unit Title: Folk Dancing	Time Frame: 8-10 weeks per grade level
Unit Summary: This unit is designed to present students with an overview, understanding, and ability to perform traditional square, circle, and contradance activities. Dances will be progressively introduced from kindergarten through 5th grade. Steps and movements within these activities include, but are not limited to, large and small space movement, partner activities, dance sets, sashay, casting off, reels, peel the banana, place specific jobs, one and two hand turns, and progressing up and down a set. 3rd – 5th grade will also include multicultural folk dancing from countries such as Mexico, Belgium, Ireland, etc.	

Content Standards
1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
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.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

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.
1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.
1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)
1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.
1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.
1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).
1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.
1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).

1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.
1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.
1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.
1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Unit Essential Questions • What is a dance set? • What are different types of folk dancing? • Where did Square dancing originate? • What is my role as a head partner? • What are different types of Square dances? • What are some steps in Square dancing? • What places have influenced the different types of Square dancing? • Where are Square dances traditionally performed? • Who is responsible for specific parts of the dance? • How can choreography play a role in Square dancing?	Unit Enduring Understandings Students will understand that... • Folk dancing is an important part of American social history • Folk dancing requires respect from both partners and positive listening skills. • Everyone is responsible for making the dance successful by working together • They are responsible for making sure they perform their part • Square dancing originated in England and other countries in Europe. • Square dancing is popular all over the world, however, the most popular square dance in known in Western America. • There are many types of Square dances,
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	however, in the US, 3 different dances are known: New England Square Dance, Appalachian Square Dance, and Modern Western Square Dance. • Square dances are performed in western-style dance halls, community dances, and dance schools. • Each dancer has specific jobs throughout the dance.
Unit Objectives Students will know... • What square dancing is and how it is structured • Where square dancing originated, and where it is performed • Where square dancing is popular • How to form a dance set • Basic dance steps (turns, sashays, casting off, etc.) • Who is responsible for specific parts in the dance • How to choreograph a square dance	Unit Objectives Students will be able to... • form a dance set • perform a selected dance in a dance set/line • perform moves with a partner (one hand turn/two hand turn/star) • perform peel the banana • list different types of square dances • perform a place specific jobs in a dance set • perform a folk dance respectfully with a partner • perform the role of head couple in a dance set

Assessments:	Formative: observations, questioning, discussion, practice performances, self-reflections Summative: folk dancing group performance Alternative: creation of a folk dance Benchmark: rubric (assess various dance steps at each grade level)
Instructional Materials:	Leveled readings @ readworks.org: Dances and Dancers (1st) Dances Around the World (3rd) Dance Fever (5th) http://www.dancefacts.net/dance-list/folk-dance/ New England Dance Masters (Chimes of Dunkirk, Sashay the Donut) Examples of various folk dances available on Youtube

	Traditional music
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Enrichment: chance to choreograph original piece; research, report on & perform more obscure dances from various cultures
Career Readiness, Life Literacies, & Key Skills	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Computer Science & Design Thinking	8.2.2.ED.1: Communicate the function of a product or device. 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
Cross - curricular Standards:	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.5.4.A.4 Correct movement errors in response to feedback and explain how the

	change improves performance.
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Content Area: Visual and Performing Arts
Target Grade Level: 6-8
Unit Title: Dance 1 - Intro to Dance, Jazz, and Ballet Time Frame: 12 Weeks
Unit Summary: This unit is designed to develop body awareness through the study of dance elements and improvisation. Students will demonstrate core principles and understand vocabulary related to Jazz and ballet. They will discuss the history and context of both.

Content 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.
1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), 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, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
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.
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.
1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical 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 (e.g., yoga, weight training, aerobics, Pilates).
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.
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 the 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.	
1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the 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.	
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.	
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.	
1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact 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.	
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 from whom the dances originate.	

Unit Essential Questions What is locomotor and non-locomotor movement?	Unit Enduring Understandings Students will understand that... There are different types of
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• What are the elements of dance? • How do we apply improvisational dance techniques? • What are the routines and procedures of the dance classroom? • What are the core principles of Jazz dance? • Who are the Jazz dance legends? • What is the history of Jazz dance? • What are the core principles of ballet? • Who are the influential figures in ballet? • What is the history of ballet?	movements • Dance has many elements • Dance may be choreographed or improvisational • Each style of dance has its own history, principles, vocabulary, and influential figures
Unit Objectives Students will know... • The difference between locomotor and non-locomotor movements • How to use space when moving alone or with groups • How to respond in movement to various rhythms and beats • How to use their bodies to create shape • How to show varying force in movement • How to show bound and free-flowing movement • How to improvise • How to identify, discuss, and perform Jazz dance and ballet movements • The core principles of Jazz dance and ballet • People who influenced the genres of Jazz dance and ballet • Vocabulary related to Jazz dance and ballet	Unit Objectives Students will be able to... • recognize and demonstrate locomotor and non-locomotor movements • develop controlled use of space when moving alone or in groups • respond in movement to even and uneven rhythms and distinguish and respond to the downbeat in 3/4 and 4/4 meter • use their body to create round, straight, angular, twisted, and three-dimensional shapes • contrast strong and light force in movement phrases • contrast bound and free-flowing movement • display appropriate physical response to improvisation games and guided improvisation exercises • identify and apply dance classroom procedures • identify and perform basic Jazz movements • name, recognize and discuss Jazz legends • perform Jazz choreography • identify core principles of Jazz dance

	● identify and perform basic ballet movements and vocabulary ● name, recognize and discuss ballet pioneers ● perform ballet choreography sequences ● identify core principles of ballet
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Assessments:	Formative: observations, exit tickets, discussions, responses to readings, practice performances Summative: Blog post - Where do you see dance? Using a rubric, assess students' ability to perform basic jazz and ballet movements Alternative: critique of jazz or ballet performance, report on historical figure Benchmark: creation of short, choreographed piece
Instructional Materials:	Leveled reading @ newsela.com "New Orleans and the History of Jazz" "With Great Beauty Comes Great Pain: Ballet Looks Good but can Hurt a Lot" Video resources: https://www.youtube.com/watch?v=zpeUnWrteQM https://www.youtube.com/watch?v=TkCijrMgeM8 Textbook: Learning About Dance: Dance as an Artform & Entertainment by Nora Ambrosio Web resources: http://www.danceconnectionrochester.com/dance/jazz-dance https://www.atlantaballet.com/resources/brief-history-of-ballet Music
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues,

	peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, creation of props and/ or rubric, use of more difficult selections and/or advanced movements
Career Readiness, Life Literacies, & Key Skills	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Cross - curricular Standards:	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Dance 2 - Modern Dance and World Dance	Time Frame: 12 Weeks
Unit Summary: Students will demonstrate core principles and vocabulary in modern dance and identify and discuss the history and context of modern dance. Students will connect world dances with the culture they represent through learning the basic movement vocabulary of a variety of world dances.	

Content 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.
1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), 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, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
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.
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.
1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical 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 (e.g., yoga, weight training, aerobics, Pilates).
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.
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 the 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.
1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the 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.
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.
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.
1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact 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.

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 from whom the dances originate.

Unit Essential Questions

- What are the core principles of modern?
- Who are some well-known modern dancers and choreographers?
- What is the history of modern dance?
- How can we apply the principles of modern and the elements of dance to the creation of choreography?
- How do we critique modern dance?
- What are some similarities and differences between two world dances?
- What observations can we make about the world dance featured in the video?
- What are the cultural influences and purposes related to world dance?

Unit Enduring Understandings

Students will understand that...

- The principles and history of modern dance influence its choreography
- Influential choreographers of modern dance include Isadora Duncan, Rudolph Laban, Paul Taylor, José Limón, Merce Cunningham, Alvin Ailey, Alvin Ailey American Dance Theater, Trisha Brown, etc.
- A dance critique includes the following elements: movement, choreography, space, performance, music, staging, personal response, and overall reaction.
- Culture and purpose (ex: celebration, ritual, etc.) greatly influence dance
- Dances from around the world are both similar and different

Unit Objectives

Students will know...

- Basic modern dance movements, principles, history, and vocabulary
- Well-known modern dance choreographers
- How to observe and write a critique of a modern dance performance
- How to choreograph a short, modern dance piece
- Basic dance steps from various world

Unit Objectives

Students will be able to...

- identify and perform basic modern movements and vocabulary
- name, recognize and discuss well-known modern dancers and choreographers
- perform modern choreography sequences

dances • Similarities and differences found in world dances • How culture and purpose impact world dances	• observe and critique footage of a modern dance piece • identify core principles of modern and apply them to student choreography • discuss the history and purpose of the selected world dances • demonstrate basic dance steps from the selected world dances • observe and discuss video footage of selected world dances • compare and contrast movement from the dances of at least two different cultures
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Assessments:	Formative: observations, exit tickets, discussion, practice performances Summative: formal critique of modern dance performance, written compare/contrast of 2 world dances, rubric to assess movements Alternative: choreograph a piece for others to perform, then write a formal critique of the performance; choice of pieces Benchmark: pre/post test including vocabulary, movements, and history of the 2 genres
Instructional Materials:	Web resources: http://libguides.dixie.edu/c.php?g=57906&p=371841 http://writing2.richmond.edu/writing/wweb/dance/danceguide.html Dance performance videos: https://www.youtube.com/watch?v=K6WuY6994zg https://www.youtube.com/watch?v=epz7wYXCy6Y https://www.youtube.com/watch?v=Kq2GgIMM060 Textbook: Learning About Dance: Dance as an Artform & Entertainment by Nora Ambrosio Leveled readings @ readworks.org

	“Halau Hula” (9th), “Hawaii’s Traditional Hula Dance” (3rd), various other titles including Irish, Indian, and African dance at the 3rd grade level
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements, “fill in the blank” writings At-risk: teacher modeling, verbal/nonverbal cues, peer buddy, scaffolded writing 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment, “fill in the blank” writings Gifted: choice of activities, choice of pieces to critique, more difficult and/or extended sequences of movements to perform
Career Readiness, Life Literacies, & Key Skills	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Cross - curricular Standards:	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

	6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
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Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Dance 3 - Line/Social Dance & Tap	Time Frame: 12 Weeks
Unit Summary: Distinguish the similarities and differences between a variety of line and social	

dances and correctly perform the steps, patterns, and formations of each dance. Students will demonstrate core principles and vocabulary in a variety of styles of Tap dance and identify and discuss the history and context of Tap dance.

Content 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.
1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), 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, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
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.
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.

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1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), 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, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

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.

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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.

1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical 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 (e.g., yoga, weight training, aerobics, Pilates).
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.
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 the 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.
1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the 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.
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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.
1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact 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.
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 from whom the dances originate.

Unit Essential Questions	Unit Enduring Understandings Students will understand that...
• What are the cultural influences of line and social dances? • What are the similarities and differences between line dances and social dances? • How do we engage in line and social dances? • How are new line dances created?	• Line and social dances have similarities and differences. • Line and social dances are developed within cultural contexts. • Line and social dances are performed by learning various steps (ex: grapevine, slide, cakewalk, pivot) and engaging in partner work (ec: mirroring, shadowing, weight sharing) • Line and social dances can be created

• What are the core principles of Tap dance? • Who are the historical figures in Tap dance? • What is the history of Tap dance?	by pairing steps with music. • Core principles of tap include syncopation, time step, heel tap, etc. • Famous historical figures of Tap dance include Bill “Bojangles” Robinson, Henry “Juba” Lane, Nicholas Brothers, Fred Astaire, Gene Kelly, Charles “Honi” Coles, Eleanor Powell, Jimmy “Slyde,” Gregory Hines, Savion Glover, Brenda Bufalino, etc. • Tap dance evolved from traditional dances around the world such as Irish clogging. It became popular in the US in the early 1900s and was greatly influenced by jazz and ragtime.
Unit Objectives Students will know... • That culture influenced line and social dances • Line and social dances have similarities and differences • How to perform steps in basic line and social dances • How to partner with others in line and social dances • How to create their own line dance • Basic Tap movements and vocabulary • Influential, historical figures in Tap dance • How to choreograph a basic tap routine • Core principles of Tap dance	Unit Objectives Students will be able to... • identify and discuss the cultural influences of specific line and social dances • analyze similarities and differences in line and social dances • perform steps of basic line and social dances • demonstrate proper partnering techniques influenced by line and social dance • create their own line dance using common elements of line dances • identify and perform basic Tap vocabulary and dance steps • name, recognize and discuss historical figures of Tap dance • perform Tap choreography • identify core principles of Tap dance
Assessments:	Formative: observations, exit tickets, discussion, practice performances Summative: compare/contrast a line and social dance, rubric to assess movements, project: How Can Dance Bridge Cultural Differences?

	Alternative: choreograph a piece for performance & publish it to the web; research report Benchmark: pre/post test including vocabulary, movements, and history of the 2 genres
Instructional Materials:	Textbook: Learning About Dance: Dance as an Artform & Entertainment by Nora Ambrosio Web Resources: https://ideas.ted.com/a-brief-history-of-tap-dance-and-why-its-still-a-great-art-form/ https://www.britannica.com/art/social-dance Video resources: https://www.youtube.com/watch?v=Xft6s7R5rLA https://www.youtube.com/watch?v=5zUiy2CnVnE https://www.youtube.com/watch?v=xWryDFyyH0 https://www.youtube.com/watch?v=x-3WYIJVOxU
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements, graphic organizers At-risk: teacher modeling, verbal/nonverbal cues, peer buddy, modified writing 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment, modified writing Gifted: choice of activities, more difficult dance moves & longer choreographed pieces
Career Readiness, Life Literacies, & Key Skills	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Cross - curricular Standards:	L.8.6. Acquire and use accurately grade-

	appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
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