

# **DANCE GRADE 6-8**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: TBD  
Written by: Ernie Covington and FMS Staff

Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
---

## **Table of Contents**

Preface	3
21 <sup>st</sup> Century Life and Skills	4
Unit 1 Elements of Dance and Kinesthetic Movement	5
Unit 2 History of the Arts and Culture	10
Unit 3 Choreography and Performance	15
Appendix – Dance Rubric	19

## **Preface**

In the middle school grades, students are introduced to the structure of a dance class, world dance, ballet, jazz/hip-hop, tap, and ballroom/social dances. Classes at this level focus on introductory/beginner level movement in each of the mentioned dance techniques. Basic dance vocabulary, performance skills, choreography, improvisation, dance history, and performance appreciation skills are introduced.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### **ELA Integration**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

**Companion Standards** - History, Social Studies, Science and Technical Subjects (6-8)

### **Career Readiness**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP6. Demonstrate creativity and innovation.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

## **Unit 1: Elements of Dance and Kinesthetic Movement**

### **Time Allotted: Approximately 6 Weeks**

**Introduction:** Units at this level focus on introductory/beginner level movement in each of the mentioned dance techniques. Basic dance vocabulary, performance skills, choreography, improvisation, dance history, and performance appreciation skills are introduced.

**Big Ideas:** By the end of this unit students will be able to:

- Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
- Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
- Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

### **Enduring Understanding:**

- Training in proper basic dance technique is the foundation for successful and more challenging movement.
- Using the common vocabulary of dance terms assists dancers in communicating with each other and with choreographers.
- Dance exists to be shared with an audience and dancers/choreographers must have opportunities to exhibit their work, receive feedback, and revise.
- Dance develops the body and mind as creative and expressive instruments.
- Improvisation is important in the expression of higher level and divergent thinking and problem solving.
- A choreographer's creations are based on personal life experience and prior dance/movement experiences.

**Essential Questions:**

- What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?
- In what ways do my muscles need to work to accomplish this movement?
- How does social dancing affect my aerobic condition? Physical strength?

**Acquired Knowledge:**

- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.
- Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).
- Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.
- Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.
- Verbally differentiate the purposes between utilitarian and non-utilitarian dance works.
- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., Bring in da Noise, Bring in da Funk versus 42nd Street ).
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

**Acquired Skills:**

- Manipulate movement phrases with devices such as repetition, inversion, retrograde.
- Explore structures such as Call and Response, Flocking.
- Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities.
- Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.
- Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities.
- Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.
- Execute movement sequences in a variety of dance forms with accuracy.

- Make spontaneous choices in a dance partnering with sensitivity to the partner. - Explain the technical demands of a style.
- Learn vocabulary related to descriptive and technical dance terms.
- Create a document to highlight dances studied.

## **Assessments**

### Formative:

- Daily Performance Rubric
- Skills Check list
- Teacher Evaluation
- Journal Reflections

### Summative:

- Dance portfolio
- Final dance assessment
- Final vocabulary assessment

### Benchmark:

- End of unit dance assessment
- End of unit vocabulary assessment
- End of unit demonstration of skills learned

### Alternative:

- Dance projects including presentations of Dance Theory , Dance History and Dance trends.
- Video project allowing students to record choreography.
- Video project demonstrating skills learned from dance unit.

Sample Rubric – See Appendix

## **Teacher Resources:**

### **Core:**

- Choreographic Structure:  
<http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp>
- Book: Dance Composition Basics- Capturing the Choreographer's Craft By Pamela Sofras - Application: 8 Counts –

### **Supplemental:**

- <https://itunes.apple.com/us/app/8counts/id379903606?mt=8> - Video: Bring in da
- Noise, Bring in da Funk: [https://www.youtube.com/watch?v=Dp\\_bM\\_c-BT0](https://www.youtube.com/watch?v=Dp_bM_c-BT0) - Video: 42nd Street:  
<https://www.youtube.com/watch?v=R8Q7vcnU9nc> - ArtsAlive Website:  
<http://artsalive.ca/en/> - Great performances PBS:  
<http://www.pbs.org/wnet/gperf/> - Dance Styles:  
<http://justdanceballroom.com/styles.asp> - Contemporary Dance Vocabulary: <https://www.contemporary-dance.org/dance-terms.html> - Glossary of Terms

## **Interdisciplinary Connections:**

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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).
- 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

## **21st Century Life and Careers:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards:**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for



**NJSLS Standards:**

- 1.1.8.A.1 Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
- 1.1.8.A.2 Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
- 1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
- 1.3.8.A.1 Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

## **Unit 2: History of the Arts and Culture**

### **Pacing: Approximately 6 Weeks**

Introduction: Units at this level focus on introductory/beginner level movement in each of the mentioned dance techniques. Basic dance vocabulary, performance skills, choreography, improvisation, dance history, and performance appreciation skills are introduced.

Big Ideas: By the end of this unit students will be able to:

- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Enduring Understanding:

- Training in proper basic dance technique is the foundation for successful and more challenging movement.
- Using the common vocabulary of dance terms assists dancers in communicating with each other and with choreographers.
- Dance exists to be shared with an audience and dancers/choreographers must have opportunities to exhibit their work, receive feedback, and revise.
- Dance develops the body and mind as creative and expressive instruments.
- Improvisation is important in the expression of higher level and divergent thinking and problem solving.
- A choreographer's creations are based on personal life experience and prior dance/movement experiences.

### **Essential Questions:**

- How do new social dances and variations on social dance steps arise?
- What impact has dance had on culture and society throughout history?
- What are the similarities and differences among dances of various cultures?
- What role does dance play in the culture of a specific country or region?
- What are dance styles and how are they categorized in genres?
- What are the technical demands of the various styles of dance?
- How is dance language used to describe specific aesthetic differences and similarities between styles and artists.
- How is music and style connected?
- How are forms of dance influenced by time, place and people?

### **Acquired Knowledge:**

- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows)
- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais's illusionary space).
- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.
- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).
- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures

### **Acquired Skills:**

- Learn social dances from various periods.
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Reflect upon the emotional response to a dance and use expressive language to report experiences.
- Choose from a "grab bag of countries," and research the dances of the country chosen.
- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).
- Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres

- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.
- Research the connections between two dance styles.
- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham's Rainforest, Alvin Ailey's To Bird With Love, José Limón's The Moor's Pavane).
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Make a "family tree" of a dance form, including major artists and dates of significant works.

### **Assessments:**

#### Formative:

- Daily Performance Rubric
- Skills Check list
- Teacher Evaluation
- Journal Reflections

#### Summative:

- Dance portfolio
- Final dance assessment
- Final vocabulary assessment

#### Benchmark:

- End of unit dance assessment
- End of unit vocabulary assessment
- End of unit demonstration of skills learned

#### Alternative:

- Dance projects including presentations of Dance Theory, Dance History and Dance trends.
- Video project allowing students to record choreography.
- Video project demonstrating skills learned from dance unit.

Sample Rubric – See Appendix

## Teacher Resources:

### Core:

- Resources/Materials - Dance Texts: <https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features:/>
- Dance Artifacts: <https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation> - The Evolution of Dance: [https://www.ted.com/talks/the\\_lxd\\_in\\_the\\_internet\\_age\\_dance\\_evolves/up-next#t-408223](https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223) - Article: What is Hip Hop?

### Supplemental:

- [https://www.educationworld.com/a\\_lesson/what-is-hip-hop.shtml](https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml) - PBS
- [https://nj.pbslearningmedia.org/search/?q=Dance&selected\\_facets=](https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=) - Interpreting Mythology Through Dance: [https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting\\_Mythology\\_Through\\_Dance](https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting_Mythology_Through_Dance) - Video: How to Dance Through Time- The Elegance of Baroque <https://www.youtube.com/watch?v=9wIU4PP1eUI> - Glossary of Terms

## Interdisciplinary Connections:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 21st Century Life and Careers:

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Technology Standards:**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

**New Jersey Student Learning Standards (NJSLS):**

- 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies
- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

### **Unit 3: Choreography and Performance**

#### **Pacing: Approximately 7 Weeks**

**Introduction:** Units at this level focus on introductory/beginner level movement in each of the mentioned dance techniques. Basic dance vocabulary, performance skills, choreography, improvisation, dance history, and performance appreciation skills are introduced.

**Big Ideas:** By the end of this unit students will be able to:

- Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive).
- Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
- Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
- Use media arts and technology in the creation and performance of short, original choreographic compositions.
- Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual arts.
- Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form

#### **Enduring Understandings:**

- Training in proper basic dance technique is the foundation for successful and more challenging movement.
- Using the common vocabulary of dance terms assists dancers in communicating with each other and with choreographers.
- Dance exists to be shared with an audience and dancers/choreographers must have opportunities to exhibit their work, receive feedback, and revise.
- Dance develops the body and mind as creative and expressive instruments.
- Improvisation is important in the expression of higher level and divergent thinking and problem solving.
- A choreographer's creations are based on personal life experience and prior dance/movement experiences.

#### **Essential Questions**

- How do our individual styles affect a group performance?
- How can I recognize this dance to enhance its expressiveness?
- How can I use music more effectively to support my theme?

### **Acquired Knowledge:**

- Identify the use of arts media in dance master works.
- Manipulate one single effort factor in each effort state combination including: Awake state (space-time), Rhythm State (weight-time), Dream State (weight-flow), Remote State (space-flow), Mobile State (flow-time), Stabile State (space-weight) to communicate a meaning.
- Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.
- Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television, film, video, radio, and electronic media) as catalyst for, in support of, and/or fully integrated within the dance composition.
- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.
- Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

### **Acquired Skills:**

- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.
- Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance.
- With peers, create a video of students dancing to weave into a performance.
  - Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).
- Analyze a dance's content and social/cultural context.
- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.

### **Assessments:**

Formative:

- Daily Performance Rubric
- Skills Check list
- Teacher Evaluation
- Journal Reflections



Summative:

- Dance portfolio
- Final dance assessment
- Final vocabulary assessment

Benchmark:

- End of unit dance assessment
- End of unit vocabulary assessment
- End of unit demonstration of skills learned

Alternative:

- Dance projects including presentations of Dance Theory , Dance History and Dance trends.
- Video project allowing students to record choreography.
- Video project demonstrating skills learned from dance unit.

Sample Rubric – See Appendix

**Teacher Resources:**

Core:

- Telling a Story Through Dance:  
[http://www.sedl.org/afterschool/lessonplans/index.cgi?show\\_record=125](http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125)  
- Magisto - <https://www.magisto.com/> - Playbook Dance -  
<https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8> -  
Hip Hop Dance Moves for Kids - <https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/> - Contemporary Dancing for Beginners –

Supplemental:

- <https://www.youtube.com/watch?v=KstgOWbM6vk> - Indian Folk Dance:
- <http://www.youtube.com/watch?v=-knKCPnRpR0> - Latin Folk Dance:
- <http://www.youtube.com/watch?v=qihYdSsLhXo> - Russian Folk Dance:
- <http://www.youtube.com/watch?v=niY0GZpQQSI> - Glossary of Terms

**Interdisciplinary Connections:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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).
- 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

**21st Century Life and Careers:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

**Technology Standards:**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**New Jersey Student Learning Standards (NJSLS):**

- 1.1.8.A.3 Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
- 1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
- 1.3.8.A.3 Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
- 1.3.8.A.4 Use media arts and technology in the creation and performance of short, original choreographic compositions.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual arts.
- 1.4.8.A.6 Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

## **DANCE ASSESSMENT RUBRIC**

<b>Criteria</b>	<b>Exceeds Expectations</b>	<b>Fully Meets Expectations</b>	<b>Meets Expectations (minimal level)</b>	<b>Not Yet Within Expectations</b>
<b><i>Creative Dance Sequence</i></b>	Develops a dance sequence that is creative, complete and displays lots of effort and practice.  <ul style="list-style-type: none"> <li>displays many elements of body and space awareness, qualities and relationships</li> <li>sequence is consistent all of the time</li> </ul>	Develops a dance sequence that is creative, complete and displays some effort and practice.  <ul style="list-style-type: none"> <li>displays some elements of body and space awareness, qualities and relationships</li> <li>sequence is consistent most of the time</li> </ul>	Develops a dance sequence that is not very creative, incomplete and displays little effort and practice.  <ul style="list-style-type: none"> <li>displays few elements of body and space awareness, qualities and relationships</li> <li>sequence is often inconsistent</li> </ul>	Develops a dance sequence that is uncreative, incomplete and displays no effort or practice. OR Does not develop a dance sequence.  <ul style="list-style-type: none"> <li>no attention to elements</li> <li>sequence is different each time</li> </ul>
<b><i>Group Work</i></b>	Works very well with their group all of the time. <ul style="list-style-type: none"> <li>contributes lots of ideas</li> <li>contributes suggestions for modification</li> <li>listens to others</li> <li>displays patience</li> <li>motivates other group members</li> </ul>	Works very well with their group most of the time. <ul style="list-style-type: none"> <li>contributes some ideas</li> <li>listens to others most of the time / when agrees with what was being said</li> <li>displays impatience at one time</li> <li>displays frustration with others at times</li> </ul>	Works very well with their group some of the time. <ul style="list-style-type: none"> <li>contributes few ideas</li> <li>listens to others sometimes</li> <li>displays impatience more than once</li> <li>requires teacher assistance to refocus and remain in group</li> </ul>	Did not work well with their group. <ul style="list-style-type: none"> <li>contributes no ideas</li> <li>remains quiet</li> <li>refuses to practice</li> </ul> OR <ul style="list-style-type: none"> <li>contributes ideas</li> <li>refuses to listen to others &amp; their ideas</li> <li>commands others to listen and follow demands</li> </ul>
<b><i>Dance Terminology / Positions / Steps and Directions</i></b>	Always able to explain or demonstrate dance terms, positions, steps and directions with no errors. <ul style="list-style-type: none"> <li>understands and follows all dance terms and directions given</li> <li>knows all new positions and steps</li> <li>accurately performs all dance steps with ease</li> </ul>	Mostly able to explain or demonstrate dance terms, positions, steps and directions with few errors. <ul style="list-style-type: none"> <li>understands and follows most dance terms and directions given, watches others at times</li> <li>knows most new positions and steps</li> <li>accurately performs most dance steps, struggles at times</li> </ul>	Sometimes able to explain or demonstrate dance terms, positions, steps and directions with some errors. <ul style="list-style-type: none"> <li>understands and follows some dance terms and directions, watches others often</li> <li>knows some new positions and steps</li> <li>accurately performs some dance steps, struggles often</li> </ul>	Rarely able to explain or demonstrate dance terms, positions, steps and directions with many errors. <ul style="list-style-type: none"> <li>understands and follows few dance terms and directions, always watches others</li> <li>knows few new positions and steps</li> <li>accurately performs few dance steps, always struggles and looks overwhelmed</li> </ul>
<b><i>Choreographed Sequences / Overall Performance</i></b>	Performs complete dance with lots of confidence and enthusiasm, making few errors. <ul style="list-style-type: none"> <li>performs all sequences from memorization</li> <li>rarely needs to follow instructor</li> <li>always demonstrates enthusiasm by showing energy in movements and giving their best</li> </ul>	Performs complete dance with some confidence and enthusiasm, making some errors. <ul style="list-style-type: none"> <li>performs most sequences from memorization</li> <li>sometimes needs to follow instructor</li> <li>sometimes demonstrates enthusiasm by showing energy in movements and giving their best</li> </ul>	Performs complete dance with little confidence and enthusiasm, making many errors. <ul style="list-style-type: none"> <li>performs some sequences from memorization</li> <li>mostly needs to follow instructor</li> <li>rarely demonstrates enthusiasm by showing energy in movements and giving their best</li> </ul>	Performs complete dance with no confidence or enthusiasm, making constant errors. OR Does not perform complete dance. <ul style="list-style-type: none"> <li>unable to perform any sequences from memorization</li> <li>always needs to follow instructor</li> <li>never demonstrates enthusiasm</li> </ul>
<b><i>Participation and Safety / Behavior.</i></b>	Receives 10 checkmarks.	Receives 8 to 9 checkmarks.	Receives 6 to 7 checkmarks.	Receives 5 or fewer checkmarks.

# Student Checklist

Car Wash Dance Unit

P = Participation

B = Behavior

NAME	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		TOTAL
	P	B	P	B	P	B	P	B	P	B	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											

# of Checkmarks	Assessment
10	Exceeds Expectations
8-9	Fully Meets Expectations
6-7	Meets Expectations (minimal level)
5 or less	Not Yet Within Expectations

## Self and Peer Assessment

My Name: \_\_\_\_\_

Date: \_\_\_\_\_

During this unit, I ...	Always	Mostly	Sometimes	Rarely/Never
o listened actively and respectfully to the teacher and classmates				
o worked cooperatively and effectively with others				
o willingly participated with a positive attitude				
o followed rules, routines and procedures				
o was a kind, friendly and supportive classmate to others				
o worked hard to learn the terms, steps, positions and directions				
o performed the dance sequences and steps with few errors				
o felt confident when performing different dance sequences and steps				
o tried my very best				

### Group Dance Sequence:

Group Member #1: \_\_\_\_\_

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | <b>YES</b>               | <b>NO</b>                |
| a) contributed equally to the creation of the dance     | <input type="checkbox"/> | <input type="checkbox"/> |
| b) worked cooperatively with other group members        | <input type="checkbox"/> | <input type="checkbox"/> |
| c) learned and was able to perform the created sequence | <input type="checkbox"/> | <input type="checkbox"/> |

Group Member #2: \_\_\_\_\_

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | <b>YES</b>               | <b>NO</b>                |
| a) contributed equally to the creation of the dance     | <input type="checkbox"/> | <input type="checkbox"/> |
| b) worked cooperatively with other group members        | <input type="checkbox"/> | <input type="checkbox"/> |
| c) learned and was able to perform the created sequence | <input type="checkbox"/> | <input type="checkbox"/> |

Group Member #3: \_\_\_\_\_

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | <b>YES</b>               | <b>NO</b>                |
| a) contributed equally to the creation of the dance     | <input type="checkbox"/> | <input type="checkbox"/> |
| b) worked cooperatively with other group members        | <input type="checkbox"/> | <input type="checkbox"/> |
| c) learned and was able to perform the created sequence | <input type="checkbox"/> | <input type="checkbox"/> |

Group Member #4: \_\_\_\_\_

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | <b>YES</b>               | <b>NO</b>                |
| a) contributed equally to the creation of the dance     | <input type="checkbox"/> | <input type="checkbox"/> |
| b) worked cooperatively with other group members        | <input type="checkbox"/> | <input type="checkbox"/> |
| c) learned and was able to perform the created sequence | <input type="checkbox"/> | <input type="checkbox"/> |

**PEER FEEDBACK**

Partner's Name: \_\_\_\_\_

★ \_\_\_\_\_

\_\_\_\_\_

★ \_\_\_\_\_

\_\_\_\_\_

Wish: \_\_\_\_\_

\_\_\_\_\_

-----

**PEER FEEDBACK**

Partner's Name: \_\_\_\_\_

★ \_\_\_\_\_

\_\_\_\_\_

★ \_\_\_\_\_

\_\_\_\_\_

Wish: \_\_\_\_\_

\_\_\_\_\_

-----

**PEER FEEDBACK**

Partner's Name: \_\_\_\_\_

★ \_\_\_\_\_

\_\_\_\_\_

★ \_\_\_\_\_

\_\_\_\_\_

Wish: \_\_\_\_\_

\_\_\_\_\_