



Springfield Public Schools
Springfield, New Jersey 07081

Introduction to Dance

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved February 24, 2025

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution:20

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: February 24, 2025

Curriculum Revisions

To approve the following curriculum revisions.

- a. Elementary School Level
 - i. Grade 3 Art
 - ii. Vocal/General Music Grade 5
 - iii. Instrumental Grade 5
- b. Middle School Level
 - i. Grade 6 Theater 101
 - ii. Introduction to Dance
 - iii. Music 8 21st Century Musician
 - iv. Art Grade 6
 - v. Grade 6 3d Art
- c. High School
 - i. Accounting I
 - ii. Accounting II
 - iii. Dance Fitness
 - iv. Intro to Technical Theater
 - v. Intro to Lighting and Sound
 - vi. Music Production Lab I
 - vii. Music Production Lab II
 - viii. Foundations in Studio Art

Michelle Calas, School Business Administrator/Board Secretary

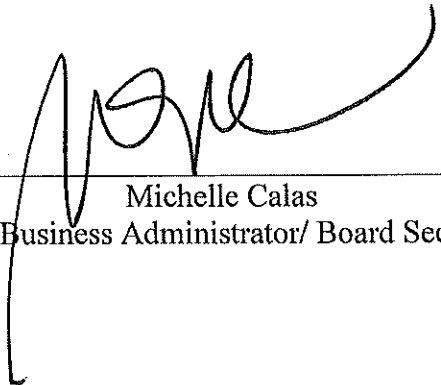
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on February 24, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of February 2025.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Mr. Ron Slate ~ Principal of Florence M. Gaudineer Middle School

Ashley Bours ~ Coordinator of Visual, Performing, & Practical Arts

Megan Theobald~ Teacher of Dance



Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



Unit Overview Template

Content Area:	Dance	Grade Level:	6 -8	Unit Title:	Elements of Dance
Unit Summary: In this unit, students will explore the structure of a dance class and choreography through the lens of the elements of dance. Students will explore and demonstrate their understanding of the basic elements of dance – body, action, space, time, energy, and relationships – and will combine them into sequences. Students will improvise, experiment with, and develop good classroom habits with these elements.					
Primary Interdisciplinary Connections: Health, Language Arts, Technology					
21st Century Themes [x]Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x]Information Literacy [x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students will develop body awareness through the study of dance elements and improvisation. They will become familiar with the routines and procedures of the dance classroom.					
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.8; L.KL.8.2; 2.2.8.MSC.1.; SEL.PK-12.1.3 ; SEL.PK-12.2; SEL.PK-12.3; SEL.PK-12.5				
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 8: Interpreting intent and meaning. Knowledge and Language Core Idea: Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.5: Relationship Skills				
CPI#:	Cumulative Progress Indicator (CPI):				
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.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.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- How is dance interpreted?
- What is locomotor and non-locomotor movement?
- What are the elements of dance?
- How do we apply improvisational dance techniques?
- How does the use of our body affect the way we dance?
- How does body awareness influence body alignment?
- How does a dance class function?

Unit Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Use resistance, energy, time and focus to vary expression and intent.
- Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
- Apply principles of alignment to axial, locomotor & non-locomotor movements.

Unit Learning Targets:

Students will....

- Recognize and demonstrate safe ways their bodies move in a classroom setting.
- Recognize and demonstrate locomotor and non-locomotor movements.
- Develop controlled use of space when moving alone or in groups.



- Use their body to create round, straight, angular, twisted, and three-dimensional shapes.
- Develop and perform a warm up that uses their entire body through performance of various exercises.
- Display appropriate physical response to improvisation games and guided improvisation exercises.
- Analyze the manipulation of elements of dance used for choreographic intent in dance master works.

Evidence of Learning

Summative Assessment: After twelve days, students will complete performance assessments and written response assignments.

Equipment Needed: Speaker, Laptop, Projector

Teacher Resources: <https://ny.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>
<https://ny.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>
<https://www.code.on.ca/resource/elements-dance>

Formative Assessments:

- Observation
- Do Now
- Group Discussions
- Worksheets
- Group Project
- Presentations
- Performance

Lesson Plans

Lesson	Time Frame
Lesson 1 Warm up the Body	4 days
Lesson 2 Space	4 days
Lesson 3 Time and Energy	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

- Click the links below to access additional resources used to design this unit:
<https://ny.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>
- <https://www.code.on.ca/resource/elements-dance>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Warm up the Body Time Frame: 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: The LMA website will be used to analyze movement phrases.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Respond appropriately to improvisational prompts and activities. - Create their own warmup that includes stretches, alignment concepts, and basic terminology. - Analyze professional works for their clear use of elements.	Lesson Sequence - Introduce what dance is and how a dance class is structured. Review procedure and expectations. - Discuss the elements of dance and why they are essential to dance. - Discuss the dance element (Body). - Participate in various improvisational exercises focused on the body element. - Engage in conversation about how to safely move the body in a classroom setting. Set boundaries. - Students work on creating a warm up with exercises that warm up all parts of the body. - Identify the types of actions (elements 2) the body is performing in the warm up combinations.	- Do Now - Self and peer assessments of dance works - Group Warm Up project - Observation - Discussion - Performance



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">8. Tell the difference between locomotor and non locomotor movement.9. Engage in conversation about the elements, and how they all relate together. | |
|--|--|--|

Differentiation:

- Have students answer using the sentence starter.
- Students can have the option for flexible grouping.

Resources Provided:

- <https://www.code.on.ca/resource/elements-dance>
- <https://iadms.org/media/3598/iadms-resource-paper-the-importance-of-a-good-warm-up.pdf>



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Space Time Frame: 4 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy

[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: The LMA website will be used to analyze movement phrases.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use their body to create round, straight, angular, twisted, and three-dimensional shapes. • Perform a phrase that represents the Body and Space element. • Identify and explain the element of Space when observing choreography.	Lesson Sequence 1. Review the concept of Body and Action elements. 2. Participate in an exploration of Space. 3. Discuss how the element Space can be used to create a safe dance environment when traveling across the floor. 4. Discuss how the element space can be used in choreography and improvisation. 5. Create a dance phrase using the concept Space that incorporates warm up movements. 6. Add an element of Body to the phrase.	• Discussions • Written Assignments • Observation • Performance
Differentiation: • Use of collaboration for various activities. • Think-Pair-Share to share ideas.		
Resources Provided: • https://www.balletthispanico.org/images/Elements%20of%20Dance.pdf • https://www.elementsofdance.org/space.html		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Time/Energy Time Frame: 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: The instructor will use videos to support student learning.

Equipment Needed: Speaker, Chart Paper, Markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore and identify, through movement, the dance elements of time and energy. - Use the elements of dance in purposeful ways to respond to a variety of stimuli. - Analyze the manipulation of elements of dance used for choreographic intent in dance master works.	Lesson Sequence - Create charts and explanations about each element. - Respond to improvisational tasks to explore each element separately. - Perform basic dance vocabulary with time and energy changes. - Discuss how the elements affect dance. - Journal improvisational tasks. - Take a quiz about the elements content.	- Discussion - Observation - Written Assignments - Performance - Quiz
Differentiation: - Varied product and leveled rubrics to match student goals. - Students can have the option for flexible grouping.		
Resources Provided: https://www.elementsofdance.org/time.html https://www.elementsofdance.org/energy.html		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 6 -8	Unit Title: Elements of Dance
Created: Megan Theobald	Board Approved on:	



Unit Overview Template

Content Area:	Dance	Grade Level:	6-8	Unit Title:	Dance is a Community
Unit Summary: The purpose of these lessons is to explore movement based on the idea that we are all a part of a wider community. Each lesson gets students moving as they learn about others in the class and seeks to build a safe and tolerant classroom atmosphere. Students will make connections to their own personal identities through the use of the elements of dance and creation of their own choreography. These lessons allow for students to analyze how they can use non verbal forms of expression to discuss their opinions and provide tools to create a positive impact on the greater community through writing and movement.					
Primary Interdisciplinary Connections: Technology, Language Arts 21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy					
Unit Rationale:	This unit can generate great student work by connecting dance to their personal lives and the world around them while also building classroom community and acceptance.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.8; W.IW.7.2; SEL.PK-12.1; SEL.PK-12.3; SEL.PK-12.4; SEL.PK-12.5;
Content Statements:	Anchor Standard 7: Perceiving and analyzing products Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Informative and Explanatory Writing SEL.PK-12.1: Self-Awareness SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income Core Idea: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
CPI#:	Cumulative Progress Indicator (CPI):
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.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.
W.IW.7.2	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- How does dance deepen our understanding of ourselves, other knowledge and events around us?
- How is a dance understood?
- How can we learn about our community through dance?
- How does our environment inspire our dance making?
- How can dance be used to depict characters?
- What movement tools are used to create a vision of our community?
- How can I show through dance what I contribute to my community?

Unit Enduring Understandings:

- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is community...community is dance.
- It takes people to create a community and each person plays a vital part in the community.
- Dance can be inspired by the activities of everyday people.
- Dance builds community.



Unit Learning Targets:

Students will....

- Gather insight into self and community through improvisation and dance making.
- Reflect on their environment, and reflect on the role they play in their community.
- Connect personal life experiences to movement.
- Connect social issues/current events to movement.
- Understand and exercise the importance of discipline, productive work ethic, and professionalism when working in groups.
- Perform and define basic dance vocabulary.
- Create a movement sequence related to social issues/current events that uses basic dance vocabulary.
- Improvise during dance exercises led by an instructor.

Summative Assessment: After twelve days, students will complete a performance assessment that analyzes the application of basic dance concepts.

Equipment Needed: Speaker, Chart paper, Markers, Projector, Laptop

Teacher Resources: Word Wall

Formative Assessments:

- Observation
- Do Now
- Group Discussions
- Quiz

Lesson Plans

Lesson	Time Frame
Lesson 1 Movement Skills	4 days
Lesson 2 What is Community?	5 days
Lesson 3 Maps Dance	3 days

Teacher Notes:

The instructor will also include team building activities and time to review rules and procedures.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://vimeo.com/26601160>

[https://ssir.org/articles/entry/what is community anyway](https://ssir.org/articles/entry/what_is_community_anyway)

<https://www.ket.org/education/resources/analyzing-two-dances-making-dance-map-lesson-plan/>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Movement Skills Time Frame: 4 days

Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy

[x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: The internet will be used to provide resources.

Equipment Needed: Projector, Speaker, Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of discipline, productive work ethic, professionalism, and full participation in class. - Participate in classroom dance exercises led by the instructor. - Improvise during dance exercises led by the instructor. - Perform dance vocabulary with attention to body alignment, special awareness and energy. - Perform and define basic dance vocabulary.	Lesson Sequence - Students will discuss what dance represents in different cultures and communities. - Students will analyze how different communities utilize the different elements of dance. - Students will identify different dance genres and their connections to different cultures and communities. - Students will learn the basic dance terminology that is used across genres. - Perform a movement phrase with basic dance vocabulary and verbalize movements connection to genre and community.	- Do-Now - Observation - Exit ticket - Performance - Discussion
Differentiation: - Have the daily instructions written out for students to reference. - Use pictures or symbols that can represent each expectation.		
Resources Provided: https://www.elementsofdance.org/ http://dsc2e.weebly.com/the-5-elements-of-dance.html https://www.masterclass.com/articles/history-of-dance		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: What is Community? Time Frame: 5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Students may watch videos to explore examples of the material.

Equipment Needed: Speaker, Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate independence by working alone and in small groups. • Develop strong content knowledge specifically about their community. • Gather insight into self and community through improvisation. • Connect personal life experiences to movement. • Use stimuli to create movement.	Lesson Sequence 1. Discuss the concept of community and how it may relate to dance. 2. Individually reflect on personal role within the community. 3. Discuss the importance of working together when creating a dance. 4. Discuss how to work together as a community to effectively work as a group to create choreography. 5. In groups improvise and use basic dance vocabulary and elements of dance to create a dance phrase as classroom community. 6. Perform pieces in groups.	• Group discussion • Observation • Performance
Differentiation: • Use of collaboration for various activities. • Think-Pair-Share to share ideas.		
Resources Provided: • https://www.elementsofdance.org • https://www.youtube.com/watch?v=UGuD9Geeb2k • https://ssir.org/articles/entry/what_is_community_anyway		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Map Dance Time Frame: 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop insight into self and community through improvisation. - Connect social issues/ current events to movement. - Create a movement sequence related to social issues/current events that uses basic dance vocabulary.	Lesson Sequence - Practice a student led warm up. - Review concepts about community and dance. - Review the importance of working together when creating a dance. - Discuss community issues: climate change, crime, pollution, poverty. - Create a dance map that outlines a community issue. - Use dance map and stimuli related to inspire movement creation. - Perform choreography or improvisation based on stimuli and receive feedback.	- Discussion - Written assignments - Performance - Self-assessment
Differentiation: - Students can have the option for flexible grouping. - Goal setting with students based on level.		
Resources Provided: https://ny.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 6-8	Unit Title: Dance is a Community
Created: Megan Theobald	Board Approved on:	



Unit Overview Template

Content Area:	Dance	Grade Level:	6-8	Unit Title:	Choreography
Unit Summary: Choreography is a creative and independent journey that entails a detailed process, loose structure, practice, and trial and error. Through movement, exploration and research, students will learn how to use tools to create their own dance pieces.					
Primary Interdisciplinary Connections: Health, Language Arts, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	Each and every dancer is capable of successfully creating interesting and engaging dances with the aid of choreographic tools and materials.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.8; 2.2.8; W.IW.7.2; SEL.PK-12.2; SEL.PK-12.4; SEL.PK-12.4; SEL.PK-12.5
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Core Idea: Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). SEL.PK-12.2 - Self-Management SEL.PK-12.4 - Responsible Decision-Making SEL.PK-12.5 - Relationship Skills Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
CPI#:	Cumulative Progress Indicator (CPI):
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.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.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.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).
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- How is the body used as an instrument for technical and artistic expression?
- What is your creative process?
- How is the body used as an instrument for technical and artistic expression?
- Why is it important to have structure when crafting your work?
- What are some principles, processes, and structures for creating choreography?
- How does improvisation help to develop new movement ideas?

Unit Enduring Understandings:

- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Choreography groupings consist of small and large groups of people.
- Improvisational skills contribute to personal movement discovery and unique choreography.
- Choreography is a process. Similar to writing a research paper, there are many steps to complete and ongoing revisions to apply before reaching the final product.
- Create short dance studies based on improvisation.
- Describe and apply choreographic devices, structures, and elements to improvisation and choreography.



Unit Learning Targets:

Students will....

- Perform improvised movements.
- Perform dance vocabulary with correct technique.
- Analyze dance using a rubric.
- Create movements based on predetermined rules.
- Respond to structure and other dancers.
- Create a dance work utilizing choreography devices, structures and principals.

Evidence of Learning

Summative Assessment: After twelve days, students will complete quizzes, tests, and performance assessments.

Equipment Needed: Laptop

Teacher Resources: Content related articles

Formative Assessments:

- Rubrics
- Performance
- Observation
- Journal Entries
- Do Now
- Group Work

Lesson	Time Frame
Lesson 1 Introduction to Choreography	3 days
Lesson 2 Sports and Dance	4 days
Lesson 3 Writing and Dance	3 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <https://www.youtube.com/watch?v=Pb4-kpClZns>
- <http://www.youtube.com/watch?v=kbyBrCOPeBE>
- <https://www.youtube.com/watch?v=kDXerubF4I4>
- <https://rixkixarts.com/choreographicdevices/>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Introduction to Choreography Time Frame: 3 days

Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
 [x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
 [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate choreographic structures within a dance composition. • Analyze dance using a rubric. • Create a dance work utilizing choreographic devices, structures and principles. • Perform improvised movements.	Lesson Sequence 1. Participate in various improvisational exercises focused on teaching elements of choreography. 2. Watch video footage of dance works that clearly display use of choreographic structures and devices. Use 3. a rubric to analyze and discuss performance. 4. Create a dance work that utilizes different choreographic elements, structures, and devices. 5. Perform dance pieces and discuss/explain the structure and devices used to support choreography.	• Performance • Group Discussion • Group Work • Choreography Checklist
Differentiation: • Personal agendas and group investigations will be used to monitor student progress. • Multiple intelligence options to support various learners.		
Resources Provided: • https://www.bbc.com/news/entertainment-arts-26869406 • https://www.nyfa.edu/student-resources/how-to-choreograph-a-dance-when-you-are-stuck		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Sports and Dance Time Frame: 4 days

Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy

[x] Life and Career Skills [x] Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: Students will use music from the internet to support their choreography.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create movement studies using themes that have unity of form and content. • Describe, explain and respond to the ways in which dance uses elements, devices, structures, and the performers, to communicate ideas, feelings and experiences. • Perform choreographic work. • Create a dance work utilizing choreographic devices, structures and principles.	Lesson Sequence 1. Warm up using basic body movements and everyday gestures. 2. Respond spontaneously to action words to explore the ideas of gestures. 3. Discuss basic movements in sports. 4. In groups students will create a dance, using Sports as inspiration. 5. Perform their group pieces and explain what elements were included. 6. Journal about their experiences with choreography.	• Performance • Turn and Talk • Self -reflection • Performance • Journal
Differentiation: • Break lessons and assessment into multiple steps to support retention and build skills. • Sentence Starters to support class discussions.		
Resources Provided: • https://www.mensjournal.com/health-fitness/top-10-athletic-movements/ • https://artsonline.tki.org.nz/Teaching-and-Learning/Secondary-teaching-resources/Dance/Units-and-sequences/Dance-Teacher-s-Tool-Kit • https://www.scienceforsport.com/basic-movement-patterns/		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Writing and Dance Time Frame: 3 days

Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy

[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health, Language Arts, Technology

Integration of Technology: Projector for content supported videos.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand that stories can be used as inspiration for choreography. - Explain and apply choreographic structures within a dance composition. - Develop skills in communicating through physical movement (pantomime). - Create a dance work utilizing choreographic devices, structures and principles.	Lesson Sequence - Review choreography elements and the process of creating a dance. - Read a short story and analyze its meaning. - Watch a video of a dance piece and discuss the meaning of the piece. - Use the analysis of a short story to create a dance piece in groups. - Add an alternate ending to the story through movement. - When dances are performed the audience will guess the alternate ending.	- Discussion - Observation - Group Work - Perform
Differentiation: - Use of collaboration for various activities. - Varied product and leveled rubrics to match student goals.		
Resources Provided: https://www.commonlit.org/blog/10-short-stories-middle-school-teachers-love/ https://www.youtube.com/@SoYouThinkYouCanDance		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 6-8	Unit Title: Choreography
Created: Megan Theobald	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	6-8	Unit Title:	Dance Analysis
Unit Summary: This unit will focus on the impact of various dance styles and how these dances helped to build community. Students will learn how to analyze dance performance through the understanding of musicality, effort, technique and stage presence. Through both videos and live performance students will be able to evaluate what makes a dance ready for the stage and impactful for an audience.					
Primary Interdisciplinary Connections: Language Arts, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale: Distinguish the similarities and differences between various dance performances. Evaluate what criteria should be used when analyzing a dance. Recognize how musicality, effort, technique and stage presence affect a dance.					
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.8; W.IW.8.2; SEL.PK-12.1; SEL.PK-12.2; SEL.PK-12.3				
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 9: Applying criteria to evaluate products. Informative and Explanatory Writing SEL.PK-12.1 - Self-Awareness SEL.PK-12.2 - Self-Management SEL.PK-12.3 - Social Awareness Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.				
CPI#:	Cumulative Progress Indicator (CPI):				
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.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.				



W.IW.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- How is dance interpreted?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- What criteria can be used to the success of a dance?
- How do dancers express artistic intent?
- What makes an audience engage and enjoy a performance?

Unit Enduring Understandings:

- Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Participation in group discussion of criteria that makes a successful dance.
- Analysis of dance using various criteria.
- Perform movement with artistic intention.
- Movement with a focus on musicality, technique, effort and stage presence.

Unit Learning Targets:

Students will....

- Identify and discuss the criteria that is used to analyze a dance.
- Analyze similarities and differences between dance performances.
- Perform movement with artistic intent.
- Demonstrate proper technique, musicality, effort and stage presence.
- Self Evaluate their performance using a rubric.
- Evaluate peers using a rubric.
- Create and use a rubric that emphasizes performance for an audience.



Evidence of Learning

Summative Assessment: After twelve days, students will complete choreography and performance assessments.

Equipment Needed: Laptops

Teacher Resources: Laptop, Dance Concert Videos

Formative Assessments:

- Video Dance Critique
- Group Discussions
- Do Now
- Journal
- Peer Evaluation
- Self Evaluation

Lesson Plans

Lesson	Time Frame
Lesson 1 Analysis of Performance	4 days
Lesson 2 Self Evaluation	4 days
Lesson 3 Peer Evaluation	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://teaching-resources.delta.ncsu.edu/rubric_best-practices-examples-templates/

<https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/designing-rubrics>

<https://4dancers.org/2011/03/what-makes-a-good-dance-performance/>

<https://dancemagazine.com.au/2017/05/stage-presence-can-improve/#:~:text=You%20need%20to%20make%20the,for%20that%20person%2C%20and%20beyond.>

<https://www.danceedtips.com/blogs/news/developing-musicality-in-dancers-part-3>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Analysis of Performance Time Frame: 4 days

Lesson Components

21st Century Themes

[x] Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Students will watch videos of professional dance performances.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and discuss the criteria that is used to analyze a dance. - Analyze the similarities and differences between dance performances. - Discuss the role musicality, technique, stage presence and effort play in a performance.	Lesson Sequence - Introduce criteria used to analyze a dance. - Discuss bias within analysis and judging of a dance. - Watch professional dance videos. - Use rubric and criteria to discuss the success of a performance. - Compare and contrast multiple dance performance videos through discussion and writing assignments.	- Written Assignment - Group Work - Class Discussions
Differentiation: Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://teaching-resources.delta.ncsu.edu/rubric_best-practices-examples-templates/ https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/designing-rubrics https://4dancers.org/2011/03/what-makes-a-good-dance-performance/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Self Evaluation Time Frame: 4 days

Lesson Components

21st Century Themes

[x] Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy

[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy

[x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy □ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Videos may be shown as examples of content.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Self Evaluate their performance using a rubric. - Identify and discuss criteria that are used to analyze a dance. - Discuss the role musicality, technique, stage presence and effort play into a performance. - Perform with artistic intention.	Lesson Sequence - Discuss the types of rubrics to be used for self evaluation. - Learn basic choreography phrases. - Implement musicality, technique, stage presence and effort while performing movement. - Participate in a discussion on artistic intention. - Use a rubric to self evaluate a performance. - Make changes to performance based on self evaluation.	- Discussion - Performance - Observation - Self Evaluation
Differentiation: - Goal setting with students based on level. - Tiered products will allow students to achieve a product on their level.		
Resources Provided: https://dancemagazine.com.au/2017/05/stage-presence-can-improve/#:~:text=You%20need%20to%20make%20the,for%20that%20person%2C%20and%20beyond https://www.danceedtips.com/blogs/news/developing-musicality-in-dancers-part-3 https://www.teaching.unsw.edu.au/self-assessment#:~:text=Student%20self%2Dassessment%20occurs%20when,in%20their%20understanding%20and%20capabilities		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Peer Evaluation Time Frame: 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Technology

Integration of Technology: Videos may be shared to provide examples of social dance styles.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create and use a rubric that emphasizes performance for an audience. • Analyze similarities and differences between dance performances. • Evaluate peers using a rubric.	Lesson Sequence 1. Review and discuss artistic intention. 2. Participate in a discussion about what audiences are looking to see when watching a performance. 3. Create a rubric that emphasizes performance for an audience. 4. Evaluate peers using a rubric. Provide feedback along with evaluation that describes steps for improvement. 5. In groups implement feedback from peer evaluation.	• Discussion • Observation • Performance • Rubric • Peer Evaluation
Differentiation: • Tiered products will allow students to achieve a product on their level.		
Resources Provided: • https://www.indeed.com/career-advice/career-development/feedback-to-peer • https://dancemagazine.com.au/2017/05/stage-presence-can-improve/#:~:text=You%20need%20to%20make%20the,for%20that%20person%2C%20and%20beyond. • https://www.danceedtips.com/blogs/news/developing-musicality-in-dancers-part-3		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 6-8	Unit Title: Dance Analysis
Created: Megan Theobald	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Dance	Grade Level:	6 -8	Unit Title:	History of Dance
Unit Summary: Dance History is designed to provide students with a significant background in dance genres, dance influencers, famous dance pieces, and history. Students will study dance vocabulary, dance genres, dance eras, and explore their creativity abilities in the classroom.					
Primary Interdisciplinary Connections: Health, Language Arts, Technology					
21st Century Themes [x] Creativity and Innovation [x] Critical Thinking and Problem Solving ☐ ICT Literacy [x] Information Literacy [x] Life and Career Skills [x] Communication and Collaboration [x] Media Literacy					
Unit Rationale:	Students will provide examples of cultural and historical influences in dance using Dance History.				
Career Readiness:	9.2, 9.4				

Learning Targets

Standards:	1.1.8; W.IW.8.2; 2.2.8.MSC.1; SEL.PK-12.1; SEL.PK-12.3; SEL.PK-12.4; SEL.PK-12.5
Content Statements:	Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Informational and Explanatory Writing Core Idea: Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). SEL.PK-12.1 - Self-Awareness SEL.PK-12.3 - Social Awareness SEL.PK-12.4- Responsible Decision-Making SEL.PK-12.5- Relationship Skills Core Idea: An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Core Idea: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
CPI#:	Cumulative Progress Indicator (CPI):
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.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.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.
W.IW.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

Unit Essential Questions:

- How is dance interpreted?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
- How are forms of dance influenced by time, place, and people?
- How does knowledge of the history of dance help you develop a critical eye?
- How have dancers today been influenced by dancers of the past?
- How are forms of dance influenced by time, place, and people?

Unit Enduring Understandings:

- Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- Knowledge of dance history leads to a lifelong appreciation and active interest in the arts, while providing a context for the study of styles of dance from various eras and cultures.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Dance can influence or be influenced by society and the environment.
- Movement and aesthetic styles of significant dance artists and their artistic works represent historical periods, world cultures, and social/political influences.



Unit Learning Targets:

Students will....

- Compare and contrast styles of significant artists and artistic works in dance that represent various historical periods, world cultures, and social/political influences.
- Analyze the very beginning of dance movement and how it began to evolve.
- Discuss how spiritual dances were a part of daily life through the stone, iron, bronze age.
- Understand that dance was used for communication and celebrations.
- Observe the early dance formations and concepts.
- Analyze early accompaniment and costumes that evolved into what we have and know today.

Evidence of Learning

Summative Assessment: After ten days, students will complete quizzes, tests, and performance assessments.

Equipment Needed: Laptops, Books, Projector

Teacher Resources: Content related articles

Formative Assessments:

- Group Discussions
- Checklists
- Observation
- Rubric
- Peer Evaluation
- Project

Lesson Plans

Lesson	Time Frame
Lesson 1 Ancient Dance	3 days
Lesson 2 Middle Ages	4 days
Lesson 3 Influential Artists	3 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://studylib.net/doc/8414651/history-of-dance-lesson-plan>

<https://nhpbs.org/kn/vs/artlabd9.asp>



Lesson Plan 1 Template

Content Area: Dance Lesson Title: Ancient Dance Time Frame: 3 days

Lesson Components

21st Century Themes

[x] Global Awareness [x] Financial, Economic, Business and Entrepreneurial Literacy
[x] Civic Literacy [x] Health Literacy

21st Century Skills

[x] Creativity and Innovation [x] Critical Thinking and Problem Solving [x] Information Literacy
[x] Life and Career Skills [x] Communication and Collaboration □ Media Literacy □ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Websites will be used to watch dance performance videos

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the very beginning of dance movement and how it began to evolve. - Discuss how spiritual dances were a part of daily life through the stone, iron, bronze age. - Perform movement phrases that embody characteristics of Ancient Dance forms.	Lesson Sequence - Watch and respond to videos. - Create a list of characteristics of Ancient dances. - Learn dance phrases that incorporate Ancient dance characteristics. - Analyze the styles through research and reflection. - Compare Ancient dance styles to other dance forms that were studied in past units.	- Discussion - Observation - Written Assignments - Performance
Differentiation: - Use of collaboration for various activities. - Varied product and leveled rubrics to match student goals.		
Resources Provided: - Journal of Dance Education: What Does Dance History Have To Do With Dancing? History Useable for Dancers. https://briobodywear.com/blogs/dancewear/early-dance-history https://www.earlydancecircle.co.uk/resources/dance-through-history/		



Lesson Plan 2 Template

Content Area: Dance Lesson Title: Middle Ages Time Frame: 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Laptop for web based research

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss how spiritual dances were a part of daily life through the stone, iron, bronze age. - Perform movement phrases that embody characteristics of dance forms from the Middle Ages. - Observe the early dance formations and concepts. - Analyze early accompaniment and costumes that evolved into what we have and know today.	Lesson Sequence - Review Ancient dance phrases and information. - Introduce dance styles and characteristics of Middle Age dance. - Practice dance phrases that incorporate Ancient dance concepts and principles. - Discuss production elements used during this time period. - Watch videos and identify the principles used in the dance pieces. - Compare Ancient dance styles to Middle Age dance forms.	- Self- and peer-assessments of dance works - Observation - Discussion - Performance
Differentiation: - Use of collaboration for various activities. - Varied product and leveled rubrics to match student goals.		
Resources Provided: https://www.medievalchronicles.com/medieval-life/medieval-dance/ https://courses.lumenlearning.com/suny-musicapp-medieval-modern/chapter/renaissance-dances-e/ https://artscolumbia.org/flashcards/history-of-dance-middle-ages-renaissance-14651/		



Lesson Plan 3 Template

Content Area: Dance Lesson Title: Influential Artists Time Frame: 126 minutes/3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Technology

Integration of Technology: Websites will be used to watch dance performance videos.

Equipment Needed: Projector, Laptop, Speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the very beginning of dance movement and how it began to evolve. - Compare and contrast styles of significant artists and artistic works in dance that represent various historical periods, world cultures, and social/political influences. - Identify and recognize choreographers and identify the style of their work.	Lesson Sequence - Practice/perform dance combinations. - Take Quiz on historical information from past lessons. - Introduce project. - Research important choreographers, influences, and dancers during Ancient and Middle Ages. - Present information from research.	- Written Assignments - Observation - Discussion - Quiz - Performance
Differentiation: - Varied product and leveled rubrics to match student goals. - Use of collaboration for various activities.		
Resources Provided: https://www.browngirlsdoballet.com/blog/2023/2/21/6l4kcs1w81e2cikxf76lwwumfteo6n https://dance-teacher.com/internationalwomensday-5-significant-women-changed-dance-for-ever/ https://nhpbs.org/kn/vs/artlabd9.asp		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Dance	Grade Level: 6 -8	Unit Title: History of Dance
Created: Megan Theobald	Board Approved on:	Type Here