

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Performing Responding Connecting	Standard #: Anchor Standard 6 Description: Conveying meaning through art. Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products. Standard #: Anchor Standard 11 Description: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Artistic Practice:	Performance Expectation/s:	
Performing Embody Execute Express Present Responding Analyze Critique	HS Proficient 1.1.12.prof.Pr.6 a. Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. b. Rehearse a dance and apply	Activity Description: Unit Title: Performance Mastery and Global Perspectives in Dance Standards: <ul style="list-style-type: none"> ● 1.1.12prof.Pr6 ● 1.1.12prof.Re9

<p>Interpret</p> <p>Connecting</p> <p>Synthesize</p> <p>Relate</p>	<p>specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.</p> <p>c. Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.</p>	<ul style="list-style-type: none"> ● 1.1.12prof.Cn11 <p>Unit Overview:</p> <p>This unit focuses on mastering performance skills in dance while exploring the role of dance in a global society. Students will investigate techniques to enhance performance quality, rehearse dances to refine their skills, adapt movements to different performance areas, and analyze dance's significance across cultures and historical contexts.</p> <p>Performance Enhancement Techniques</p> <ul style="list-style-type: none"> ● Session 1: <ul style="list-style-type: none"> ● Introduction to visualization and motor imagery: Overview of techniques to enhance body mechanics and movement energy through visualization and motor imagery. ● Session 2: <ul style="list-style-type: none"> ● Breath and body mechanics: Explore the role of breath in enhancing movement quality and energy. Practice incorporating breath into dance sequences. <p>Rehearsal Strategies and Feedback</p> <ul style="list-style-type: none"> ● Session 3:
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	<p>HS Proficient 1.1.12prof.Re9 a. Analyze 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.</p> <p>HS Proficient 1.1.12prof.Cn11 a. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.</p>	<ul style="list-style-type: none"> ● Rehearsal techniques: Develop personal rehearsal strategies to refine performance accuracy, consistency, and expressiveness. Apply specific feedback to improve dance performance. ● Session 4: <ul style="list-style-type: none"> ● Group rehearsal: Collaborate with peers to rehearse a dance, focusing on group awareness and synchronization of movements. <p>Adaptation and Performance Etiquette</p> <ul style="list-style-type: none"> ● Session 5: <ul style="list-style-type: none"> ● Adaptation to performance area: Learn how to adapt movements to different performance spaces. Practice performing in various environments. ● Session 6: <ul style="list-style-type: none"> ● Performance etiquette: Discuss and demonstrate proper performance etiquette and practices during class, rehearsal, and performance settings. Accept and apply feedback from choreographers and peers. <p>Technical Elements of Performance</p> <ul style="list-style-type: none"> ● Session 7:
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance</p>	<p>1. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry</p>	

<p>performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>2. 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.</p> <p>3. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>	<p>in a public performance?</p> <p>2. How is dance interpreted?</p> <p>3. How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>	<ul style="list-style-type: none">● Technical elements workshop: Explore different technical elements of a dance performance, such as costumes, lighting, sound, and performance cues.● Session 8:<ul style="list-style-type: none">● Technical rehearsal: Rehearse technical elements of a dance performance, utilizing production and technical terminology to communicate with performers and backstage personnel. <p>Analyzing Artistic Criteria</p> <ul style="list-style-type: none">● Session 9:<ul style="list-style-type: none">● Analysis of effective performance: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and cultural movement practice. Use genre-specific dance terminology.● Session 10:<ul style="list-style-type: none">● Peer performance evaluation: Watch and evaluate peer performances, applying learned artistic criteria and providing constructive feedback. <p>Exploring Dance in a Global Society</p> <ul style="list-style-type: none">● Session 11:
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<p>SEL/Create</p> <p>CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond</p>	<ul style="list-style-type: none"> ● Role of dance in global society: Discuss and analyze the role of dance across different cultures, historical time periods, and societal changes. Examine how diverse perspectives impact dance expression. ● Session 12: <ul style="list-style-type: none"> ● Diversity and inclusion discussion: Reflect on the connection between dance and diversity/inclusion. Discuss how understanding different cultural perspectives enriches dance appreciation and expression. <p>Assessment:</p> <ul style="list-style-type: none"> ● Formative assessments throughout the unit, including rehearsal observations, performance evaluations, peer feedback, and participation in discussions. ● Summative assessment based on students' ability to apply performance enhancement techniques, demonstrate rehearsal strategies, adapt movements to different performance areas, analyze artistic criteria, and discuss the role of dance in a global society. <p>Interdisciplinary Connections:</p>

	<p>CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none">● Integration of academic skills (e.g., analysis, communication, research) with dance techniques and performance practices.● Connection to social-emotional learning by fostering collaboration, self-awareness, and empathy through peer feedback and reflection.● Incorporation of dance literacy skills to enhance students' ability to analyze and articulate the artistic expression, technical execution, and cultural significance of dance works across diverse contexts and perspectives.
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Freire, P. (1972). <i>Pedagogy of the oppressed</i>. New York: Herder and Herder.</p> <p>Fritha Pengelly M.F.A. (2010) <i>Anatomy for Dance: An Expanded Design</i>, Journal of Dance</p>	<ul style="list-style-type: none"> Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>Education,10:3, 77-82, DOI: 10.1080/15290824.2010.508696</p> <p>Hamilton, L. H. (2008). <i>The Dancer's Way: The New York City Ballet Guide to Mind, Body, and Nutrition</i>. William Morrow Paperbacks.</p> <p>hooks,b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Tharp, T. (2006). <i>The Creative Habit: Learn It and Use It for Life</i>. Simon & Schuster.</p>	<p>boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</p>		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Offer resources to students in a variety of ways to accommodate for multiple learning styles. ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> ● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to 	<ul style="list-style-type: none"> ● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> ● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i> X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concepts: Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	Performance Expectation/s:	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

		Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
		Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.