

Marking Period		Unit Title	Recommended Instructional Days
2		Marking Period 2	45 days
Artistic Process:		Anchor Standard: General Knowledge & Skills	
Creating Performing Responding		Standard #: Anchor Standard 1 Description: Generating and conceptualizing ideas. Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:		Performance Expectation/s:	
Creating Explore Plan Revise Performing Embody Execute Express Present		HS Accomplished 1.1.12acc.Cr1 a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. b. Manipulate movement	
		Activity Description: Unit Plan: Choreographing Dance Studies and Exploring Artistic Expression Standards: <ul style="list-style-type: none"> ● 1.1.12acc.Cr1 ● 1.1.12acc.Pr4 ● 1.1.12acc.Re8 	

<p>Responding Analyze Critique Interpret</p>	<p>vocabulary from various dance genres using the elements of dance to create new choreographic works.</p> <p>HS Accomplished 1.1.12acc.Pr4 a. Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.</p> <p>b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</p> <p>c. Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting</p>	<p>Unit Overview:</p> <p>This unit focuses on choreographing dance studies and exploring artistic expression through movement manipulation, partner skills, and rhythmic interpretation. Students will synthesize content from stimulus materials to create original choreographic works, analyze dance elements contributing to artistic expression, and connect their creative process to climate change themes.</p> <p>Exploring Movement Vocabulary</p> <ul style="list-style-type: none"> ● Session 1: <ul style="list-style-type: none"> ● Introduction to choreography: Discuss the role of movement vocabulary in choreographic works. Analyze examples of dance studies and dances. ● Session 2: <ul style="list-style-type: none"> ● Movement synthesis: Synthesize content from stimulus materials to choreograph dance studies or dances using original or codified movement. Experiment with manipulating movement vocabulary from various dance genres. <p>Partner and Ensemble Skills</p> <ul style="list-style-type: none"> ● Session 3:
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	<p>dynamics and energy to the choreographic intent.</p> <p>HS Accomplished 1.1.12acc.Re8 a. Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.</p>	<ul style="list-style-type: none"> ● Partner skills: Expand partner and ensemble skills. Practice executing floor and air pathways while maintaining spatial relationships and intentionality. ● Session 4: <ul style="list-style-type: none"> ● Ensemble dynamics: Dance alone and with others, focusing on spatial intention and relationship dynamics. Explore syncopation and accented movements related to different tempi. <p>Rhythmic Interpretation</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<ul style="list-style-type: none"> ● Session 5:
<ol style="list-style-type: none"> 1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. 2. Space, time, and energy are basic elements of dance. 3. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through 	<ol style="list-style-type: none"> 1. Where do choreographers get ideas for dances? 2. How do dancers work with space, time and energy to communicate artistic expression? 3. How is dance interpreted? 	<ul style="list-style-type: none"> ● Rhythmic cues: Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. ● Session 6: <ul style="list-style-type: none"> ● Dynamic adjustments: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. <p>Choreographic Works</p> <ul style="list-style-type: none"> ● Session 7:

<p>the use of the body, elements of dance, dance technique, dance structure, and context.</p>		<ul style="list-style-type: none"> ● Choreographic exploration: Manipulate movement vocabulary from various dance genres to create new choreographic works. Experiment with spatial focus, dynamics, and energy modulation. ● Session 8: <ul style="list-style-type: none"> ● Peer feedback: Exchange feedback with peers on choreographic works. Discuss strengths, areas for improvement, and suggestions for refinement.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (1) Generate and conceptualize artistic ideas and work.</p> <p>SEL/Perform - (4) Analyze, interpret & select artistic work for Presentation.</p> <p>SEL/Respond - (8) Interpret intent and meaning in artistic work</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Create CONSOLIDATED EU Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ How do artists generate creative ideas?</p> <p>SEL/Perform CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ How do artists select repertoire? How does understanding the</p>	<p>Artistic Expression Analysis</p> <ul style="list-style-type: none"> ● Session 9: <ul style="list-style-type: none"> ● Analyzing dance elements: Analyze how the elements of dance contribute to artistic expression in choreographic works. Discuss the use of genre-specific terminology. ● Session 10: <ul style="list-style-type: none"> ● Connection to climate change: Explore how choreographic works can convey themes related to climate change. Discuss the role of artistic expression in raising awareness and fostering action. <p>Culminating Projects and Reflection</p> <ul style="list-style-type: none"> ● Session 11:

	<p>structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Respond CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.</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</p>	<ul style="list-style-type: none">● Finalizing choreographic works: Refine choreographic works based on peer feedback and personal reflection. Prepare for presentation.● Session 12:<ul style="list-style-type: none">● Presentation and reflection: Present final choreographic works to the class. Reflect on the creative process, connections to climate change themes, and growth as choreographers and dancers. Discuss the impact of artistic expression on social and environmental awareness. <p>Assessment:</p> <ul style="list-style-type: none">● Formative assessments throughout the unit, including observation of choreographic exploration, partner and ensemble skills, rhythmic interpretation, and peer feedback participation.● Summative assessment based on students' ability to choreograph original dance studies or dances, execute partner and ensemble skills, interpret rhythmic cues, analyze dance elements contributing to artistic expression, and reflect on connections to climate change themes. <p>Interdisciplinary Connections:</p>
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	<p>How does one's feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none">● Academic Integration: The unit integrates academic skills such as research, analysis, and communication with dance techniques and choreographic practices. Students synthesize content from stimulus materials, analyze dance elements contributing to artistic expression, and connect their creative process to climate change themes, fostering critical thinking and interdisciplinary learning.● Social-Emotional Learning (SEL): Through collaborative choreographic exploration, peer feedback sessions, and reflection activities, students develop social-emotional competencies such as teamwork, communication, and self-awareness. They learn to give and receive constructive feedback, adapt to group dynamics, and reflect on their growth as choreographers and dancers, promoting social-emotional well-being.● Cultural and Global Perspectives: The unit encourages students to explore dance as a form of cultural expression and social commentary. By analyzing dance elements within various genres, styles, and cultural movement practices, students gain an understanding of how artistic expression reflects and influences societal values and perspectives. Additionally, discussions on climate change themes foster awareness of global issues and encourage students to consider their role as artists and citizens in addressing environmental challenges.
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| | | <ul style="list-style-type: none">● Environmental Literacy: Integration of climate change themes into choreographic exploration and analysis promotes environmental literacy and sustainability awareness. Students explore how artistic expression can raise awareness of environmental issues and inspire action, contributing to a deeper understanding of the interconnectedness between art, society, and the environment.● Career Readiness: Through practical application of choreographic skills, rehearsal practices, and performance etiquette, students develop skills essential for success in dance-related careers. They learn to adapt movements to performance spaces, communicate effectively with collaborators and backstage personnel, and analyze their performance success, preparing them for future roles in the dance industry or related fields. |
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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>	X	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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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.

		<p>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.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
		<p>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.</p>