

Marking Period		Unit Title	Recommended Instructional Days
3		Marking Period 3	45 days
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit	
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products.		
	Standard #: Anchor Standard 6 Description: Conveying meaning through art.		
	Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to make art.		
Artistic Practice:	Performance Expectation/s:		
Creating Explore Plan Revise Performing Embody Execute Express	HS Accomplished 1.1.12acc.Cr3 a. Clarify the artistic intent of a dance using established artistic criteria, selfreflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.	Activity Description: Unit Title: Dance Artistry and Documentation Standards: <ul style="list-style-type: none"> ● 1.1.12acc.Cr3 ● 1.1.12acc.Pr6 	

<p>Present</p> <p>Connecting Synthesize Relate</p>	<p>b. Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).</p> <p>HS Accomplished 1.1.12acc.Pr6</p> <p>a. Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.</p> <p>b. Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.</p> <p>c. Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model</p>	<ul style="list-style-type: none"> ● 1.1.12acc.Cn10 <p>Unit Overview:</p> <p>This unit focuses on developing students' dance artistry, rehearsal strategies, performance skills, and documentation techniques. Students will clarify artistic intent, refine choreographic works, apply performance strategies, and explore global issues through dance, documenting their creative process and evaluating its impact.</p> <p>Clarifying Artistic Intent</p> <ul style="list-style-type: none"> ● Session 1: <ul style="list-style-type: none"> ● Introduction to artistic intent: Discuss the importance of clarifying artistic intent in dance. Analyze examples of choreographic works and identify their artistic objectives. ● Session 2: <ul style="list-style-type: none"> ● Self-reflection and feedback: Engage in self-reflection and peer feedback activities to analyze and evaluate the impact of choices made in choreographic revisions. Justify reasons for revisions. <p>Dance Documentation Strategies</p> <ul style="list-style-type: none"> ● Session 3:
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	<p>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. Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.</p> <p>HS Accomplished 1.1.12acc.Cn10 a. Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</p> <p>b. Collaboratively investigate</p>	<ul style="list-style-type: none"> ● Introduction to dance documentation: Explore recognized systems of dance documentation, including writing, notation symbols, and media technologies. Develop a strategy to record a dance using these methods. ● Session 4: <ul style="list-style-type: none"> ● Documentation practice: Apply dance documentation strategies to record choreographic sequences. Practice documenting movements and artistic decisions. <p>Sensory Imagery and Rehearsal Strategies</p> <ul style="list-style-type: none"> ● Session 5: <ul style="list-style-type: none"> ● Sensory imagery: Embody the use of the senses and create imagery to envision desired outcomes in dance performance. Practice projecting and completing movements to enhance expressiveness. ● Session 6: <ul style="list-style-type: none"> ● Rehearsal techniques: Apply rehearsal strategies to refine ensemble skills, performance accuracy, and consistency. Develop personal rehearsal strategies to enhance artistry and achieve performance goals. <p>Performance Enhancement</p> <ul style="list-style-type: none"> ● Session 7:
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	<p>global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.</p>	<ul style="list-style-type: none"> ● Projection and leadership: Implement performance strategies to enhance projection and demonstrate leadership qualities during rehearsals and performances. Model performance etiquette and cooperation. ● Session 8: <ul style="list-style-type: none"> ● Performance evaluation: Document and evaluate the rehearsal and performance process using dance and production terminology. Analyze the success of performances and identify areas for improvement.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 2. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ol style="list-style-type: none"> 1. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? 2. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? 3. How does dance deepen our understanding of ourselves, other knowledge, and events around us? 	<p>Technical and Production Elements</p> <ul style="list-style-type: none"> ● Session 9: <ul style="list-style-type: none"> ● Technical elements selection: Select and organize technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. Discuss the integration of lighting, costumes, and sound. ● Session 10: <ul style="list-style-type: none"> ● Production practice: Collaborate with peers to coordinate technical and production elements for dance performances. Rehearse incorporating these elements into choreographic works. <p>Global Issues Exploration and Presentation</p> <ul style="list-style-type: none"> ● Session 11:

<p>3. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p>		<ul style="list-style-type: none"> ● Investigation of LGBT dancers and dancers with disabilities. ● Session 12: <ul style="list-style-type: none"> ● Presentation and reflection: Present original dance projects addressing representation of LGBT dancers and dancers with disabilities. <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Social-Emotional Learning (SEL): Through self-reflection, peer feedback, and collaborative rehearsal activities, students develop social-emotional competencies such as self-awareness, communication, and teamwork. They learn to accept and provide constructive feedback, develop leadership qualities, and cultivate a supportive and inclusive dance community. ● Cultural and Global Perspectives: The unit encourages students to explore dance as a form of cultural expression and social commentary. By investigating global issues such as climate change and integrating them into choreographic projects, students gain an understanding of the interconnectedness between art, society, and the world. They explore diverse perspectives and consider the role of dance in addressing pressing global challenges. ● Environmental Literacy: Integration of climate change themes into choreographic exploration promotes environmental literacy and sustainability awareness. Students engage in discussions about environmental issues and explore ways to communicate these concepts
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect</p>	<p>SEL/Create 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 CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their</p>	

<p>- (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>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 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</p>	<p>through dance, fostering environmental stewardship and advocacy.</p> <ul style="list-style-type: none">● Career Readiness: Through practical application of choreographic skills, rehearsal practices, and performance strategies, students develop skills essential for success in dance-related careers. They learn to adapt movements to performance spaces, collaborate with technical personnel, and apply feedback to enhance performance quality, preparing them for future roles in the dance industry or related fields.● Community Engagement: The unit encourages students to engage with their communities through dance as a form of artistic expression and social activism. By creating choreographic works that address global issues, students have the opportunity to share their perspectives, raise awareness, and inspire dialogue within their communities, fostering civic engagement and community empowerment.
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	<p>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>		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<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 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<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>	<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 	<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>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 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>individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> ● Provide access to modified materials as needed to improve accessibility (slant 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>			

<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 			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
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 	<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.

	<p>needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • Modify test content and/or format, allowing students additional time and preferential seating as needed, according to 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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	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	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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

		<p>address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>
	<i>Performance Expectation/s:</i>	<p>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.</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>	