

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 Present	5th 1.1.5.Cr3 a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. b. Document a dance-making experience through drawing,	Activity Description: Unit Title: Dance Making and Movement Skills Unit Description: In this unit, students will explore the themes of LGBT representation and disability inclusion through the medium of dance. Through peer feedback, self-reflection, and creative expression, students will revise and document their dance-making experiences, incorporating diverse perspectives	

<p>Connecting Synthesize Relate</p>	<p>painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p> <p>5th 1.1.5.Pr6 a. Apply visualization, motor imagery, and breath to enhance body mechanics and the quality of a movement skill.</p> <p>b. Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.</p> <p>c. Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).</p> <p>d. Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.</p>	<p>and personal experiences into their artistic expressions. They will apply visualization, motor imagery, and breath techniques to enhance their movement skills and rehearse dances that promote group awareness, consistency, and attention to detail. Students will also explore the role of dance in addressing global issues, including LGBT rights and disability rights, fostering empathy and understanding.</p> <p>Standards:</p> <p>1.1.5.Cr3</p> <p>1.1.5.Pr6</p> <p>1.1.5.Cn10</p> <p>Sessions 1-2: Exploring Diversity in Dance</p> <ul style="list-style-type: none"> ● Introduce the themes of LGBT representation and disability inclusion in dance. ● Discuss the importance of diversity and inclusion in artistic expression. ● Explore different dance styles and genres that celebrate diversity. <p>Sessions 3-4: Creative Expression and Revision</p> <ul style="list-style-type: none"> ● Students create dance studies based on LGBT and disability themes.
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	<p>5th 1.1.5.Cn10 a. Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.</p> <p>b. Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles, and cultural lenses.</p>	<ul style="list-style-type: none"> Peer feedback sessions where students revise their movements based on feedback and self-reflection. Document the dance-making process through drawing, writing, or video captioning. <p>Sessions 5-6: Enhancing Movement Skills</p> <ul style="list-style-type: none"> Introduce visualization, motor imagery, and breath techniques to enhance movement quality. Rehearse dances to improve group awareness, consistency, and attention to detail. Discuss and practice modifying performance space and movements using production terminology. <p>Sessions 7-8: Performance and Reflection</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<ul style="list-style-type: none"> Students perform their dances for classmates, teachers, and parents, incorporating technical elements to support their artistic intent. Reflect on the feelings and ideas evoked by their dances, relating them to personal experiences and perspectives. Discuss how dance can be used to address global issues, such as LGBT rights and disability rights, fostering empathy and understanding.
<ol style="list-style-type: none"> Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance 	<ol style="list-style-type: none"> How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? 	<p>Assessment:</p> <ul style="list-style-type: none"> Observation of students' ability to revise movement based on peer feedback and self-reflection. Evaluation of students' documentation of the dance-making process through various mediums.

<p>performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>3. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p>	<p>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?</p> <p>3. How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>	<ul style="list-style-type: none"> ● Assessment of students' application of visualization, motor imagery, and breath techniques to enhance movement skills. ● Peer and self-assessment of dance performances, considering group awareness, consistency, and attention to detail. ● Written reflections on the role of dance in celebrating diversity and promoting inclusion. <p>Interdisciplinary Connections:</p> <p>Throughout this unit, interdisciplinary connections will be fostered by incorporating elements of language arts. They will engage in discussions and written reflections to articulate their understanding of dance concepts and express their thoughts and feelings about the themes of diversity, inclusion, and social justice explored in the unit.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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/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/Connect</p> <ul style="list-style-type: none">- (10) Synthesize and relate knowledge and personal experiences to make art.	<p>SEL/Perform 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/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>	
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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>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <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>Green Gilbert, A. (2006). <i>Brain-Compatible Dance Education</i>. Human Kinetics.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.</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>https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</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. 	<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 	<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. 	<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

<ul style="list-style-type: none">● 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.	<p>completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none">● 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 their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.	<ul style="list-style-type: none">● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	<p>grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none">● Propose interest-based extension activities and opportunities for extra credit.
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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 address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<i>Performance Expectation/s:</i>	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.

Content Area: Visual & Performing Arts (NJSLA-VPA 3-5)
Visual and Performing Arts: Dance
Grade: 3-5

Dev. Date:
2020-2021

	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.