

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 NJSLV-VPA within Unit
Creating Performing Responding	<p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	
Artistic Practice:	Performance Expectation/s:	
Creating Explore Plan Revise Performing Embody Execute Express Present	8th 1.1.8.Pr6 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. Apply specific feedback in rehearsal to refine performance	Activity Description: Unit Title: Exploring Dance Performance Unit Description: In this unit, students will delve into the art of dance performance while exploring its cultural significance and impact. Through investigating visualization techniques, receiving and applying feedback, and understanding cultural

<p>Responding Analyze Critique Interpret</p>	<p>accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.</p> <p>c. Apply feedback to make changes to and adapt movements to the performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections, and document the performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <p>d. Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.</p> <p>8th 1.1.8.Re9 a. Examine artistic criteria to determine what makes an effective performance. Consider</p>	<p>perspectives in dance, students will enhance their performance skills and deepen their appreciation for diverse dance forms.</p> <p>Standards Addressed:</p> <ul style="list-style-type: none">● 1.1.8.Pr6● 1.1.8.Re9● 1.1.8.Cn11 <p>Sessions 1-2: Exploring Visualization and Motor Imagery</p> <ul style="list-style-type: none">● Introduction to visualization techniques and motor imagery in dance.● Practice incorporating visualization into basic movement exercises.● Explore the connection between breath and movement quality.● Reflect on personal experiences with visualization and imagery in dance. <p>Sessions 3-4: Receiving and Applying Feedback</p> <ul style="list-style-type: none">● Introduce the concept of constructive feedback in dance rehearsal.● Students receive feedback on their performances and choreography.● Analyze feedback and make revisions to improve performance accuracy and expressiveness.● Document feedback received and changes made using dance terminology.
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	<p>content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p> <p>8th 1.1.8.Cn11 a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.</p>	<p>Sessions 5-6: Adapting Movements and Performance Etiquette</p> <ul style="list-style-type: none"> ● Discuss the importance of adapting movements to different performance spaces. ● Practice adjusting choreography to fit various performance areas. ● Explore performance etiquette and practices, including backstage behavior and audience interaction. ● Apply learned skills in a mock performance setting. <p>Sessions 7-8: Exploring Cultural Perspectives in Dance</p> <ul style="list-style-type: none"> ● Research dances from different cultures, societies, and historical periods. ● Analyze how cultural perspectives are expressed through dance movements and themes. ● Present findings to the class and discuss the significance of cultural diversity in dance. ● Reflect on personal connections to cultural dance forms and perspectives.
<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 performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>	<p>1. 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>Interdisciplinary Connections:</p> <p>This unit integrates dance with Language Arts and Social Studies with emphasis of turning writings into choreographic works and informing student’s dance making with historical context.</p>

<p>2. Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>3. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>	<p>2. What criteria are used to evaluate dance?</p> <p>3. How does knowing about societal, cultural, historical and community experiences expand dance literacy?</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/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. 	<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</p>	

	<p>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 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>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> <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>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</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 boards, headphones for auditory processing disorders, gym mats for 	<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.

	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.		
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 	<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, 	<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.

<p>classroom or at home to reiterate content learned within the course.</p>	<p>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"> • 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)

<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p>	<p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p>	<p>LGBT and Disabilities Law: <i>N.J.S.A.</i></p>	<p>Standards in Action: <i>Climate Change</i></p>	<p>X</p>	<p>Diversity and Inclusion <i>C.18A:35-4.36.A</i></p>
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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.
	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.	

Content Area: Visual & Performing Arts (NJSL-S-VPA 6-8)
Visual and Performing Arts: Dance
Grade: 6-8

Dev. Date:
2020-2021

	Work productively in teams while using cultural/global competence.
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