



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Dance, Grades 6-8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Dance, Grades 6-8

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2020	Valerie Sorce	New Course
August 2022	Derek Tranchina	Standards Alignment and Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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DEPARTMENT Visual and Performing Arts

COURSE Dance, Grades 6-8

Township Of Ocean Pacing Guide	
Week	Marking Period 1
1	Unit 1: Elements of Dance and Kinesthetic Movement
2	Unit 1: Elements of Dance and Kinesthetic Movement
3	Unit 1: Elements of Dance and Kinesthetic Movement
4	Unit 1: Elements of Dance and Kinesthetic Movement
5	Unit 1: Elements of Dance and Kinesthetic Movement
6	Unit 2: History, Society, Arts, and Culture
7	Unit 2: History, Society, Arts, and Culture
8	Unit 2: History, Society, Arts, and Culture
9	Unit 2: History, Society, Arts, and Culture
10	Unit 2: History, Society, Arts, and Culture
Week	Marking Period 2
11	Unit 3: Current Dance Arts within the World and Society as Global Citizens
12	Unit 3: Current Dance Arts within the World and Society as Global Citizens
13	Unit 3: Current Dance Arts within the World and Society as Global Citizens
14	Unit 3: Current Dance Arts within the World and Society as Global Citizens
15	Unit 4: Dance Research, Choreography, Practice, and Performance
16	Unit 4: Dance Research, Choreography, Practice, and Performance
17	Unit 4: Dance Research, Choreography, Practice, and Performance
18	Unit 4: Dance Research, Choreography, Practice, and Performance

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19	Unit 4: Dance Research, Choreography, Practice, and Performance
20	Unit 4: Dance Research, Choreography, Practice, and Performance

DEPARTMENT Visual and Performing Arts

COURSE Dance, Grades 6-8

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 2: History, Society, Arts, and Culture

Core Instructional & Supplemental Materials including various levels of Texts

- Teacher-Created Materials
- Teacher Curated Videos
- Print Resources and Books, i.e.
 - *The Place of Dance* By Andrea Olsen,
 - *Laban/Bartenieff Movement Studies - Contemporary Applications* By Colleen Wahl,
 - *Writing About Dance* By Wendy R. Oliver,
 - *Dance History - An Introduction* By Janet Adshead-Lansdale and June Layson,
 - *Moving History/Dancing Cultures* By Ann Dils and Ann Cooper Albright,
 - *Dance and Politics - Moving beyond boundaries* By Dana Mills,
 - *Making Video Dance* By Katrina McPherson
 - *Choreography* By Sandra Minton,
 - *Dance Composition* By Jacqueline M. Smith-Autard,
 - *Looking at Dances: A Chronological Perspective on Choreography* By Valerie Preston-Dunlop
- Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

Time Frame	5 Weeks, ongoing
Topic	
Unit 1: Elements of Dance and Kinesthetic Movement	
Alignment to Standards	

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- 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.
- 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

Learning Objectives and Activities

SWBAT answer the following Essential Questions:

- How do dancers work with space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- How is a dance understood?
- How is the body used as an instrument for technical and artistic expression?

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- In what ways do my muscles need to work to accomplish this movement?
- What controls the dance; the dancer or the music?

SWBAT demonstrate understanding of the following:

- Space, time, and energy are basic elements of dance.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.
- Dance is perceived and analyzed to comprehend its meaning.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Learning Activities:

- Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
- Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- Explore the use of the spine and pursue the use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding shape in the body while traveling through space.
- Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
- Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre-specific

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alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

- Transfer vocabulary and codified movements from various styles/genres with genre-specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation, and body sequencing.
- Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- Explore a variety of body positions requiring a range of strength, flexibility, and core support.
- Demonstrate movements in a dance that develop patterns.
- Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real-life problems and events.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

Assessments

Formative:

- Journal Reflections
- Current Events
- Pair Share
- Peer Evaluation
- Self-Assessment and Reflection
- Informal Rubric-Based Evaluation

Summative:

- Written Self-evaluations and Critiques
- Written Critiques of Professional Performance through videos
- Performance through Movement Exams
- Completion of Performance Based Projects

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- Dance Performance

Benchmark:

- Objective test
- Short constructed response

Alternative:

- Digital Portfolio
- Observing Performance
- Class Etiquette

Interdisciplinary Connections

- SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation
- HPE 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

Career Readiness, Life Literacies, and Key Skills

Students will work on career readiness, life literacies and key skills through:

- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

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Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

Time Frame

5 Weeks, ongoing

Topic

Unit 2: History, Society, Arts, and Culture

Alignment to Standards

- 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
- 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent
- 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent.
- 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.
- 1.1.8.Re9a: Examine 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.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.
- 1.2.8.Re7a: Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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Learning Objectives and Activities

SWBAT answer the following Essential Questions:

- What influences choice-making in creating choreography?
- How is a dance understood?
- How is dance interpreted?
- What criteria are used to evaluate dance?
- How are forms of dance influenced by time, place and people?
- What are the historical contributions of dancers from the LGBTQ community? (e.g. Alvin Ailey, Monique Alexander, Maud Allan, Louis Van Amstel, etc.)
- What are the historical contributions of dancers with disabilities? (e.g., Alice Sheppard, Kitty Lunn, etc.)

SWBAT demonstrate understanding of the following:

- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Dance is perceived and analyzed to comprehend its meaning.
- 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.
- Criteria for evaluating dance vary across genres, styles and cultures.
- Culture can have a social and political impact on dance.

Learning Activities:

- Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.
- Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.
- Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.
- Describe and analyze the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice.
- Learn social dances from various periods.
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.

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- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.
- Research the connections between two dance styles.
- Trace the social and political impact on the culture of the arts and as well as artists' impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.)
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

Assessments

Formative:

- Journal Reflections
- Current events in performing arts/dance
- Informal rubric-based evaluation of dance performances
- Self assessment and reflection
- Pair share
- Peer evaluation
- Research tasks using graphic organizers

Summative:

- Research project on the cultural origins of dance

Benchmark:

Alternative:

- Portfolio
- Observing Performance
- Class Etiquette

Interdisciplinary Connections

- SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8

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topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation
- W.WR.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- RL.MF.8.6. Evaluate the choices made (by authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g. a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Career Readiness, Life Literacies, and Key Skills

Students will work on career readiness, life literacies and key skills through:

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

- CRP2. Apply appropriate academic and technical skills.

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- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame	4 weeks, Ongoing
Topic	
Unit 3: Current Dance Arts within the World and Society as Global Citizens	
Alignment to Standards	
● 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. ● 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. ● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. ● 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. ● 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. ● 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. ● 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. ● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. ● 1.2.8.Re7a: Compare, contrast, and analyze the qualities of and relationships	

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between the components and style in media artworks.

- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
- 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches, and content to coordinate, produce, and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

Learning Objectives and Activities

SWBAT answer the following Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
- How is a dance understood?
- How is dance interpreted?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

SWBAT demonstrate understanding of the following:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- Dance is perceived and analyzed to comprehend its meaning.
- 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.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, media and community contexts.

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Learning Activities:

- Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.
- Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.
- Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.
- Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
- Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
- Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.
- Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.
- Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).
- Discuss and chart the term "community." Identify and describe the different communities to which you belong. Conduct research on your community. Bring back a movement, step, or phrase that is done by members of your community or that expresses something about your community. Explain how this movement reflects the people, attitudes and values of your community.
- Working in small groups, teach community movements to each other. Provide feedback to group members to assist in learning movements. In a journal entry and/or class discussion reflect on: the relevance of your community movement to yourself; How your community movement compares to another; How the research supports dance-making efforts.
- Use multiple strategies for sourcing movement.
- Identify and articulate personal preferences of movement.
- Solve multi-step movement problems to generate original movement.

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- Articulate reasons for artistic choices Demonstrate use of the elements.
- Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

Assessments

Formative:

- Journal Reflections
- Current events in performing arts/dance
- Informal rubric-based evaluation of dance performances
- Self-assessment and reflection
- Pair share
- Peer evaluation
- Research tasks using graphic organizer

Summative:

- Presentation on the Impact of Dance on Society
- Media Dance Presentation

Benchmark:

Alternative:

- Portfolio Work
- Partner or Small Group Project Work
- Performance Based Assessment

Interdisciplinary Connections

- SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation
- W.WR.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- RL.MF.8.6. Evaluate the choices made (by authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g. a person's life story in both print and multimedia), as well as what is emphasized or absent in each work
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Career Readiness, Life Literacies, and Key Skills

Students will work on career readiness, life literacies and key skills through:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Technology Integration

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- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame	6 Weeks
Topic	
Unit 4: Dance Research, Choreography, Practice, and Performance	
Alignment to Standards	
● 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. ● 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. ● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. ● 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. ● 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.	

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- 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.
- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dance.
- 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

Learning Objectives and Activities

SWBAT answer the following Essential Questions:

- What influences choice-making in creating choreography?
- Where do choreographers get ideas for dances?
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?

SWBAT demonstrate understanding of the following:

- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

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- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- 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.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Learning Activities:

- Implement a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.
- Analyze the process and the relationship between the stimuli and the movement.
- Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
- Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
- Develop an artistic statement for an original dance study or dance.
- Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.
- Discuss how the dance communicated artistic intent.
- Give and receive feedback on movement choices.
- Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.
- Analyze and evaluate impact of choices made in the revision process.
- Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.
- Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

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- Analyze vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances.
- Use performance etiquette and performance practices during class, rehearsal and performance.
- Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.
- Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.
- Discuss how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
- Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

Assessments

Formative:

- Journal Reflections
- Current events in performing arts/dance
- Informal rubric-based evaluation of dance performances
- Self assessment and reflection
- Pair share
- Peer evaluation
- Research tasks using graphic organizer

Summative:

- Written Self-evaluations and Critiques
- Written Critiques Performance Experience
- Performance through Movement Exams

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- Completion of Performance Based Projects
- Dance Performance

Benchmark:

- Objective test
- Short constructed response

Alternative:

- Digital Portfolio
- Observing Performance
- Class Etiquette

Interdisciplinary Connections

- SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation
- W.WR.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- RL.MF.8.6. Evaluate the choices made (by authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g. a person's life story in both print and multimedia), as well as what is emphasized or absent in each work

Career Readiness, Life Literacies, and Key Skills

Students will work on career readiness, life literacies and key skills through:

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

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- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Technology Integration

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.

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- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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