



Marking Period 1 (MPI)	Dance Curriculum Pacing Guide -Grade: 7
<p>MP 1</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • 1.1.7.DA.Cr1a: Explore movement ideas using improvisation, theme, and varied movement elements. • 1.1.7.DA.Cr2a: Develop movement phrases that demonstrate intentional use of space, time, energy, and relationships. • 1.1.7.DA.Cr3a: Refine choreography through revision, feedback, and expressive clarity. • 1.1.7.DA.Pr4a: Demonstrate improved alignment, strength, coordination, and safe dance practices. • 1.1.7.DA.Pr5a: Rehearse movement sequences with accuracy, musicality, and endurance. • 1.1.7.DA.Pr6a: Perform dance works with focus, projection, and expressive intent. • 1.1.7.DA.Re7a: Analyze how movement elements and choreographic devices communicate meaning. • 1.1.7.DA.Re8a: Interpret choreographic intent using evidence from movement choices and structure. • 1.1.7.DA.Cn10a: Relate dance creation and performance to personal, social, or artistic contexts. • 1.1.7.DA.Cn11a: Investigate dance styles from diverse cultures and historical periods.
<p>MP 1</p> <p>Topics</p>	<p>Technique development and movement clarity</p> <p>Spatial design and formation complexity</p> <p>Musicality and rhythmic variation</p> <p>Energy, dynamics, and expressive intention</p> <p>Collaborative choreography and ensemble roles</p> <p>Cultural and historical dance exploration</p> <p>Performance preparation and reflection</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Apply strength, balance, and coordination in complex movement</p> <p>Design movement phrases using varied pathways, levels, and facings</p> <p>Use rhythm, tempo, and dynamics intentionally</p> <p>Create and revise choreography using feedback</p> <p>Perform with control, focus, and expressive intent</p>

	<p>Collaborate in small groups using unison and layered movement</p> <p>Analyze dance using appropriate vocabulary</p> <p>Connect movement choices to theme, culture, and meaning</p>
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space with floor markers • Music selections (instrumental and cultural) • Scarves or ribbons for dynamics and phrasing • Visual aids for dance vocabulary and structure • Video examples of cultural and professional dance

Marking Period 2 (MPII)	Dance Curriculum Pacing Guide -Grade: 7
<p>MP 2</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA.7.CR1.A Generate and conceptualize artistic ideas and work by exploring movement concepts and choreographic ideas. • DA.7.CR2.A Organize and develop artistic ideas and work using elements of dance to structure phrases. • DA.7.CR3.A Refine and complete artistic work through feedback and revision • DA.7.PR4.A Select, analyze, and interpret artistic work for presentation with attention to dynamics and style. • DA.7.PR5.A Develop and refine artistic techniques and performance skills using safe dance practices. • DA.7.PR6.A Convey meaning through presentation of artistic work with focus and expression. • DA.7.RE7.A Perceive and analyze artistic work using appropriate dance terminology. • DA.7.RE8.A Interpret intent and meaning in dance using evidence from movement. • DA.7.RE9.A Apply criteria to evaluate artistic work and provide feedback. • DA.7.CN10.A Relate personal experiences and ideas to the creation of dance. • DA.7.CN11.A Relate artistic ideas and works to societal, cultural, and historical contexts.
<p>MP 2</p> <p>Topics</p>	<p>Advanced Choreographic Devices Canon, counterpoint, inversion, motif development</p> <p>Motif & Phrase Development Expanding a movement idea through variation</p>



	<p>Dynamics & Emotional Expression Using energy and tempo to communicate mood</p> <p>Spatial Intent & Stage Design Levels, pathways, formations, positive/negative space</p> <p>Style & Genre Study Exploring characteristics of a selected dance style (modern, hip-hop, jazz, cultural)</p> <p>Collaborative Choreography Small group composition with defined roles</p> <p>Musicality & Rhythm Interpretation Responding to tempo changes, accents, phrasing</p> <p>Dance Critique Using Vocabulary Structured peer analysis using elements of dance</p> <p>Performance Refinement & Projection Precision, clarity, transitions, and stage presence</p> <p>Dance & Social Themes Creating choreography inspired by personal or societal issues</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Intermediate Technique, Strength & Movement Precision: Students refine alignment, strength, flexibility, and coordination while executing more complex movement combinations with improved control, balance, and stamina.</p> <p>Choreographic Development, Motif & Structural Design: Students expand choreographic skills by developing motifs, applying variation and transition techniques, and organizing movement into structured compositions with clear intent.</p>

	<p>Performance Quality, Musicality & Expressive Nuance: Students demonstrate increased musical phrasing, dynamic contrast, stylistic awareness, and stage presence while performing with clarity and emotional engagement.</p> <p>Critical Analysis, Reflection & Cultural Context: Students analyze movement using academic dance vocabulary, participate in peer critique, reflect on artistic growth, and examine cultural and historical influences within selected dance styles.</p>
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Full-length wall mirrors • Portable barres • Marley or sprung dance flooring • Ballet barres (mounted or portable) • Sound system (Bluetooth speaker or studio system) • Microphone (for instruction during rehearsal/performance prep) • Extension cords & surge protectors • Yoga mats (floor work/stretching) • Resistance bands • Foam rollers • Laptop or Chromebook • Tablet/iPad (for choreography playback) • Projector or Smartboard • Access to music streaming platform • Video recording device (phone, tablet, or camera) • Tripod • Video playback software for critique • Whiteboard & markers • Choreography journals (student notebooks) • Printed rubric sheets • Peer critique forms • Elements of Dance anchor charts • Vocabulary posters • Floor tape (to mark formations and spacing)

Marking Period 3 (MPIII)	Dance Curriculum Pacing Guide -Grade: 7
<p>MP 3</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.7 Students generate movement ideas using a broad range of dynamics, pathways, levels, and body actions with increasing intentionality. • DA:Cr2.1.7 Students develop movement phrases that demonstrate contrast, motif development, and purposeful spatial relationships. • DA:Cr3.1.7 Students refine choreography by revising transitions, expressive clarity, and technical accuracy. • DA:Pr4.1.7 Students demonstrate improved alignment, control, balance, and safe movement practices • DA:Pr5.1.7 Students rehearse sequences with rhythmic accuracy, stamina, expressive detail, and ensemble coordination. • DA:Pr6.1.7 Students perform with projection, focus, dynamic clarity, and confident execution. • DA:Re7.1.7 Students analyze how movement qualities, spatial design, and dynamics contribute to meaning. • DA:Re8.1.7 Students interpret the intent of a dance using evidence from choreographic and performance choices. • DA:Cn10.1.7 Students connect dance-making choices to personal experiences, artistic influences, or social themes. • DA:Cn11.1.7 Students examine cultural and historical dance forms and identify how movement qualities reflect context and tradition.
<p>MP 3</p> <p>Topics</p>	<p>Creating and developing movement motifs</p> <p>Repetition, variation, and contrast</p> <p>ABA and theme-and-variation forms</p> <p>Unison, canon, and counterpoint</p> <p>Ensemble spacing and group relationships</p> <p>Transitions and structural clarity</p> <p>Creating an ensemble choreography</p> <p>Refining expressive intent and timing</p>

	<p>Rehearsing for ensemble precision</p> <p>Performance and reflective critique</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Motif Development, Movement Transformation & Performance Technique: Students develop and transform movement motifs while performing with clarity and control, refining transitions and strengthening expressive movement quality.</p> <p>Choreographic Structure, Form & Spatial Design: Students organize choreography using clear structural forms while applying motif development, spatial design, and purposeful staging.</p> <p>Ensemble Coordination, Timing & Group Relationships: Students perform in unison, canon, and contrasting group roles while coordinating ensemble timing, spacing, and formations to strengthen visual clarity and performance cohesion.</p> <p>Expressive Intent, Cultural Context & Meaning in Dance: Students examine how structure communicates meaning, analyze how ensemble relationships influence visual impact, and explore how cultural and contemporary dances use choreographic structure to convey ideas.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music with clear phrasing and dynamic contrast • Choreographic planning templates • Visual charts of choreographic structures (ABA, canon, unison) • Video examples of ensemble choreography from diverse cultures and styles

Marking Period 4 (MPIV)	Dance Curriculum Pacing Guide -Grade: 7
<p>MP 4</p> <p>Standards for Dance Content</p>	<ul style="list-style-type: none"> • DA:Cr1.1.7 Students generate movement ideas using a broad range of dynamics, pathways, levels, and body actions with increasing intentionality. • DA:Cr2.1.7 Students develop movement phrases that demonstrate contrast, motif development, and purposeful spatial relationships. • DA:Cr3.1.7 Students refine choreography by revising transitions, expressive clarity, and technical accuracy. • DA:Pr4.1.7 Students demonstrate improved alignment, control, balance, and safe movement practices. • DA:Pr5.1.7 Students rehearse sequences with rhythmic accuracy, stamina, expressive detail, and ensemble coordination. • DA:Pr6.1.7 Students perform with projection, focus, dynamic clarity, and confident execution. • DA:Re7.1.7 Students analyze how movement qualities, spatial design, and dynamics contribute to meaning. • DA:Re8.1.7 Students interpret the intent of a dance using evidence from choreographic and performance choices. • DA:Cn10.1.7 Students connect dance-making choices to personal experiences, artistic influences, or social themes. • DA:Cn11.1.7 Students examine cultural and historical dance forms and identify how movement qualities reflect context and tradition.
<p>MP 4</p> <p>Topics</p>	<p>What is narrative dance? Exploring theme, story, and intent</p> <p>Gesture and expressive movement for character development</p> <p>Using dynamics and energy to show emotion and conflict</p> <p>Spatial design and staging to support storytelling</p> <p>Studying cultural or theatrical narrative dance excerpts</p> <p>Developing narrative movement motifs</p> <p>Creating a group narrative dance (beginning–middle–end)</p> <p>Refining transitions, timing, and expressive clarity</p>



	<p>Rehearsing for ensemble focus and performance quality</p> <p>Performance and reflective critique</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Narrative Movement, Projection & Expressive Performance: Students express narrative ideas through movement while performing with projection, focus, and emotional commitment to communicate clear storytelling.</p> <p>Choreographic Structure, Motif Development & Spatial Design: Students apply narrative structure in choreography while developing and transforming movement motifs, using spatial relationships and staging to strengthen storytelling.</p> <p>Ensemble Collaboration, Timing & Coordinated Performance: Students collaborate to create cohesive narrative choreography while refining transitions, ensemble timing, and coordinated group movement.</p> <p>Meaning, Audience Interpretation & Cultural Context: Students analyze how dance communicates complex stories without words, strengthen expressive clarity to support audience understanding, and examine cultural contexts that influence narrative dance traditions.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Open dance space • Music that supports mood, tension, and narrative arc • Story prompts, poems, or thematic texts • Optional symbolic props for characterization • Video examples of narrative dances from ballet, modern, cultural, and contemporary traditions.