

Unit 1: Dance puts the “FUN” in FUNdamentals.

Dance Grades 7 and 8

19 Class Meetings

November 2025

Essential Questions

- What are the basic components of dance?

Enduring Understandings with Unit Goals

EU 1: Dance classes have many components such as warm-up, technique practice, and choreography.

- Build a warm-up that focuses on getting our bodies and brains ready to dance.
- Integrate the 5 Elements of Dance into our vocabulary.
- Explore and practice choreography through learning and performing a dance combination.

EU 2: Dancers need to keep their bodies in good physical condition in order to use their bodies for dance.

- Point out different ways to engage in healthy nutrition practices that create optimal physical condition for dance class.
- Learn correct names for muscle groups that are engaged in dance steps in the warm-up.

Standards

National Core Arts Standards:

DA:Cr1.1.8 a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

DA:Cr1.1.8 b. 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.

DA:Pr4.1.8 b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

DA:Pr5.1.8 a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

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DA:Pr5.1.8 b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.

DA:Re.7.1.8 a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

DA:Re8.1.8 a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

DA:Cn10.1.8 a. Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Build a warm-up that focuses on getting our bodies and brains ready to dance.

- Teach dance technique
- Build stamina
- Build dance vocabulary

Key Terms and Vocabulary

- Warm-up
- Technique
- Plie
- Releve
- Parallel
- Across the Floor
- Stretching
- Footwork
- Turned out
- 1st, 2nd, 4th, 5th-positions
- Port de bras

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- 2. Point out different ways to engage in healthy nutrition practices that create optimal physical condition for dance class.**

Understand what muscles are often used in dance technique.

Key Terms and Vocabulary:

- Health
- Nutrition
- Large muscle groups
- Small muscle groups
- Core strength

- 3. Integrate the 5 Elements of Dance into our vocabulary.**

Explore and practice choreography through learning and performing a dance combination.

Key Terms and Vocabulary:

- Choreography
- Rhythm
- Elements of Dance
- Time
- Action
- Body
- Energy
- Space
- Rehearsal
- Performance
- Ensemble
- Collaborate
- Line
- Shape
- Angle
- Level
- Style
- Stage Directions
- Audience

Interdisciplinary Connection:

P.E. and Health: Nutrition, Physical activity

Music: Rhythm, music styles, tempo

Math (Geometry): Lines, shapes, angles in movement

Science: Muscle groups, physics

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Collaborate to create a class contract
 - *Review TWPS*
- Apply Stage directions to your actions.
 - *Why do we use floor patterns in dance?*
- Create a class warm-up and discover its importance to your body as a dancer.
 - *Why is it important to warm-up?*
- Combine basic dance steps together to begin a dance combination.
 - *How do we use stage directions as dancers?*
- Apply Element of Dance, Body to Across the Floor activities and dance combination.
 - *Active TWPS. Reflection on Movement activity-Different Body leads. How does the way you use different body parts change the meaning or feeling of a movement?*
- Apply Element of Dance, Time to Across the Floor activities and dance combination.
 - *How can changing the speed or rhythm of a movement change the mood of a dance?*
- Apply Element of Dance, Space to Across the Floor activities and dance combination.
 - *Agree or disagree: does where you move on stage affect how the audience sees your dance? Explain your reasoning.*
- Apply Element of Dance: Energy to Across the Floor activities and dance combination.
 - *What is the difference between physical energy and mental energy?*
- Apply Element of Dance, Action, to Across the Floor activities and dance combination.
 - *Is it important to choose specific actions in a dance instead of just random movement? Explain your reasoning.*
- Analyze why nutrition is important to dancers.
 - *Write in your dance journal your favorite healthy foods.*
- Connect good nutrition habits for themselves.
 - *Why is it important to listen to your body when it comes to food, energy, and rest?*
- Diagram muscle groups routinely used by dancers.
 - *Record what muscles names you know or remember from last year if any.*
- Investigate muscles being used in our warm-up and across the floor and dance combination.
 - *What muscles do you use in a plie?*
- Successfully complete a muscle and nutrition quiz.
 - *Review your muscle chart and healthy food lists in your dance journal.*
- Combine part one and part two of the dance combination.
 - *Practice part one of the dance combination*
- Rehearse and revise the dance combination with all the elements using the performance checklist.
 - *Put your copy of the performance checklist in your dance journal.*
- Perform the full dance combination for another class or a group of teachers.
 - *Review entrance and exits for the dance piece with a partner.*
- Reflect on and-assess what it was like performing for peers/ teachers and the learning in the unit using accountable talk.

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- Write in your dance journal using the sentence starter, *I had a growth mindset in dance class during this unit because I...*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on dance skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Turn and Talk and small-group discussions
- Accountable talk
- Homework
- Word walls with visuals of dance vocabulary
- Small group instruction
- Small group nutrition collage project.
- Virtual tools: Flipgrid
- Conferencing
- Dance Journals
- Performance Checklist Scoring Guide

EL Differentiated Instruction

- Word walls with visuals of dance vocabulary
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

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Assessments

FORMATIVE ASSESSMENTS:

- TWPS
- Warm-up Participation (EU 1)
- Student discussions and responses
- Dance Journal
- Accountable Talk Discussions
- Dancer muscle group chart (EU 2)
- Personal Nutrition Habits (EU 2)
- Daily participation scoring guide (EU 1)
- Successful completion of each dance step and choreographic element

SUMMATIVE ASSESSMENTS:

- Personal Nutrition Timeline (EU 2)
- Nutrition and Muscle Quiz (EU 2)
- Performance Task- “Dance FUN!” (EU 1/EU 2)

Unit Task

Unit Task Name: Performance Task- “Dance FUN!”

Description: Students perform a piece of choreography taught to them using basic dance vocabulary and incorporating fundamental dance vocabulary and 5 Elements of Dance (Time, Space, Energy, Body, Action). (EU 1) Students create and present a nutrition daily timeline outlining on they can create healthy habits to help fuel them for dance and physical activity. (EU 2)

Students will watch a recorded video of their performance and reflect on it by writing a CER connecting the 5 elements of dance to the choreography they performed.

Evaluation: Summative Assessment Scoring Guide

Unit Resources

- Video Resources of Online Dance Clips
- Dance Images using different muscles
- Muscle Diagram Worksheet
- Laptops
- Visual vocabulary cards
- Smart Board
- Google Slides/ Power Point Presentations
- Music
- Speakers
- Paper
- Pencils/ Pens
- Dance Journals

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- Photos of Dancers with different intention
- Sticky notes
- Tape