



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 I - Dance and Choreography

Curriculum Development Timeline

School: Ocean Township High School
Course: Dance I - Dance and Choreography
Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2013	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2019	Ian Schwartz	Alignment to Standards
August 2020	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates
August 2026	Gina Hagerman	Revision

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Township of Ocean Pacing Guide			
Week	Marking Period 1 Building the Dancer	Week	Marking Period 3 Exploring Dance
1	Body Awareness Studio Expectations	21	Center Work-Jazz
2	Basic Technique Dance Vocabulary-Ballet	22	Center Work into Across the Floor
3	Barre Breakdown	23	Dance Appreciation
4	Barre Breakdown into Center Work	24	Jazz History
5	Center Work into Across the Floor	25	Jazz History Review
6	Ballet History	26	Assessment-Physical
7	Ballet History into Review	27	Assessment-Written
8	Assessment-Physical	28	Preparing for Performance 2-Ocean Dance Theatre
9	Making Decisions for Performance 1	29	Preparing for Performance 2-Ocean Dance Theatre
10	Assessment-Written	30	Preparing for Performance 2-Ocean Dance Theatre
Week	Marking Period 2 Developing Movement	Week	Marking Period 4 Becoming a Performer
11	Across-the-floor progressions	31	Basic Technique-Lyrical/Modern
12	Choreographic beginnings	32	Center Work
13	Musicality	33	Center Work into Across the Floor
14	Preparing for Performance 1-Winter Wonderland Dance Showcase	34	Improvisation
15	Preparing for Performance 1-Winter Wonderland Dance Showcase	35	Introduction to Choreography

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16	Preparing for Performance 1-Winter Wonderland Dance Showcase	36	ODT Performance Reflection
17	Performance skills	37	Collaboration-final exam project
18	Performance Reflection	38	Collaboration-final exam project
19	Basic Technique Dance Vocabulary-Jazz	39	Collaboration-final exam project
20	Improvisation	40	Final Assessment-Performance

Core Instructional & Supplemental Materials including various levels of Texts

Dance Level 1 introduces students to the fundamental principles of dance as both a performing art and a means of communication. Students develop foundational skills in ballet, jazz, modern, contemporary, and creative movement while building strength, flexibility, coordination, alignment, musicality, and performance quality. Through technique classes, improvisation, choreography, dance history, performance experiences, and reflective practice, students gain an understanding of dance vocabulary, artistic expression, collaboration, and the creative process. This course prepares students for continued study in Dance II by fostering confidence, discipline, and an appreciation for dance as a diverse and evolving art form.

- National Dance Education Organization (NDEO) lesson resources
- New Jersey Arts Education Partnership resources
- *Dance Anatomy* by Jacqui Greene Haas
- Alvin Ailey American Dance Theater – *Revelations*
- Jacob's Pillow Dance Interactive
- NDEO Lesson Resources

Time Frame	Unit 1-Building the Dancer: Foundations of Technique & Studio Practice 10 weeks
Topic	
• Body Awareness-Understanding alignment, placement, coordination, and how the body functions as an instrument. • Studio Expectations-Developing professionalism, discipline, respect, and habits of successful dancers. • Basic Technique-Establishing foundational ballet skills and movement principles.	

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- Dance Vocabulary-Learning the language dancers use to communicate and analyze movement.

Alignment to Standards

Creating

DA.CR1.1.HSI

Generate and conceptualize artistic ideas and work by exploring movement through improvisation and movement studies that demonstrate an understanding of the elements of dance.

DA.CR2.1.HSI

Develop and organize artistic ideas by applying choreographic devices, movement vocabulary, and artistic intent to create short movement phrases and dance studies.

Performing

DA.PR4.1.HSI

Demonstrate and refine technical proficiency, body alignment, coordination, flexibility, strength, balance, musicality, and safe dance practices while performing movement sequences.

DA.PR5.1.HSI

Develop performance quality by applying focus, projection, expression, and stylistic intent while demonstrating increasing technical accuracy.

DA.PR6.1.HSI

Present dance works with professionalism, demonstrating appropriate rehearsal etiquette, collaboration, and performance practices.

Responding

DA.RE7.1.HSI

Observe, analyze, and interpret movement using dance vocabulary to identify how the elements of dance contribute to meaning and artistic intent.

DA.RE9.1.HSI

Apply established criteria to evaluate personal performance and the performances of others through reflection, discussion, and written critique.

Connecting

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DA.CN10.1.HSI

Synthesize and relate knowledge and personal experiences to make artistic choices and deepen understanding of dance.

DA.CN11.1.HSI

Relate dance ideas and works to societal, cultural, historical, and community contexts to understand the role of dance as an expressive art form.

Learning Objectives and Activities

How do dancers develop awareness of their bodies, discipline in the studio, and technical foundations that support lifelong growth as artists?

Body Awareness

Students will be able to:

- Demonstrate proper posture, alignment, and body placement in ballet positions and exercises.
- Identify anatomical concepts related to dance, including:
 - Spine alignment
 - Core engagement
 - Weight placement
 - Turnout
 - Balance
 - Flexibility and strength
- Understand how warming up, stretching, conditioning, and injury prevention contribute to healthy dance practices.
- Recognize individual strengths and areas for improvement as developing dancers.
- Develop increased kinesthetic awareness through repetition, reflection, and corrections.

Activities:

Body Mapping Activity

Students label:

- Spine
- Core
- Hips
- Knees
- Feet

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- Shoulders

Discussion:

"How does understanding our body help us become better dancers?"

Alignment Check

Students practice:

- Neutral standing position
- Ballet first position
- Second position
- Parallel position

Partners provide feedback using a checklist:

- ✓ posture
- ✓ weight placement
- ✓ shoulders relaxed
- ✓ knees tracking over toes

Studio Expectations

Learning Objectives

Students will:

- Demonstrate appropriate dance studio etiquette and professional behavior.
- Understand the expectations of:
 - Being prepared
 - Respecting classmates
 - Accepting corrections
 - Working collaboratively
 - Maintaining focus and effort
- Recognize that growth as a dancer requires discipline, consistency, and a positive mindset.

Activities:

"The Professional Dancer" Discussion

Students brainstorm:

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What does a professional dancer do when...

- They make mistakes?
- They are tired?
- They receive criticism?
- They struggle with a skill?
- They are not the center of attention?

Create a class Studio Contract. Dance Class Norms Reflection

Students respond:

"What type of environment allows dancers to feel safe taking risks and improving?"

Basic Technique: Ballet Foundations

Learning Objectives

Students will:

- Demonstrate basic ballet positions and movements with proper alignment.
- Understand the purpose of ballet technique as a foundation for other dance styles.
- Develop coordination, strength, balance, and control.
- Perform basic ballet combinations using correct terminology.

Technical Skills:

Positions

- First
- Second
- Fourth
- Fifth
- Parallel

Barre Fundamentals

- Plié
- Tendu
- Dégagé
- Rond de jambe
- Fondu
- Frappé

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COURSE Dance I - Dance and Choreography

- Relevé
- Grand battement

Center Work

- Port de bras
- Balance
- Simple adagio
- Basic turns
- Sautés
- Chassés

Across the Floor

- Pas de bourrée
- Balancé
- Chassé
- Chainé turns
- Waltz steps

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Barre Fundamentals

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COURSE Dance I - Dance and Choreography

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- Chassé
- Chainé turns
- Waltz steps

Assessments

Formative:

- Foundations of the Dancer-Alignment checks, vocabulary practice, technique feedback

Summative:

- Ballet technique assessment

Benchmark:

- Basic dance vocabulary & technique benchmark

Alternative:

- Dance terminology project/reflection

Interdisciplinary Connections

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Body Awareness, Studio Expectations, Basic Technique, Dance Vocabulary (Ballet)

Science – Anatomy & Kinesiology-**HS-LS1-3:** *Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.*

Connection:

Students explore how the human body functions as a dancer's instrument.

Students learn:

- Skeletal alignment and posture
- Muscle groups used in movement
- Injury prevention
- Flexibility and strength
- Balance and coordination

Health & Physical Education – Wellness-**2.2.12.PF.1:** *Refine movement skills to improve performance and lifelong participation in physical activity.*

Connection:

Students examine the physical and mental habits necessary for healthy dance training.

Students explore:

- Warm-up/cool-down practices
- Hydration
- Recovery
- Nutrition
- Mental preparation

World History – Origins of Ballet-**6.2.12.HistoryCA.1.a:** *Analyze how cultural beliefs and traditions influence artistic expression and societal development.*

Connection:

Students study the historical and cultural development of ballet.

Students explore:

- Italian Renaissance origins
- French court influence
- Ballet traditions and evolution

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Language Arts – Communication & Vocabulary-**NJSLSA.SL1:** *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Connection:

Students learn dance as a language.

Students practice:

- Defining terminology
- Writing movement reflections
- Using appropriate dance vocabulary

Career Readiness, Life Literacies, and Key Skills

- Professionalism & Work Ethic
- Self-Management & Goal Setting
- Communication Skills
- Creativity & Innovation
- Collaboration & Communication
- Adaptability & Flexibility
- Research & Information Literacy
- Presentation & Public Speaking Skills
- Teamwork & Leadership
- Professional Communication
- Life Literacies & Key Skills
 - Creativity
 - Critical thinking
 - Collaboration
 - Decision-making
 - Confidence
 - Innovation
 - Communication

Technology Integration

- Video self-analysis
- Digital dance vocabulary tools (Quizlet, Google Classroom, Kahoot)
- Digital dance portfolio creation

Technology Standards

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9.4.12.DC.7 – *Collaborate with peers to create and present digital content responsibly and ethically.*

9.4.12.IML.5 – *Evaluate digital sources and media for accuracy, relevance, and credibility.*

9.4.12.TL.2 – *Generate innovative ideas by using technology to create, refine, and improve products and processes.*

Career Education

- CRP1-Act as a responsible and contributing citizen and employee.
- CRP2-Apply appropriate academic and technical skills.
- CRP4-Communicate clearly and effectively and with reason.
- CRP6-Demonstrate creativity and innovation.
- 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.
- Follow all IEP modifications

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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.

Core Instructional & Supplemental Materials including various levels of Texts

For Dance 1 Unit 2, This will focus on "*how to communicate through movement.*" There will be a shift to introduce jazz/lyrical/contemporary concepts because students begin applying technique, exploring personal expression, and understanding that dancers are not just executing steps—they are artists making choices.

- *The Dancer's Body Book*
- Bill T. Jones/Arnie Zane Company
- Google Classroom/Flip for choreography journals
- National Dance Education Organization (NDEO) lesson resources

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- New Jersey Arts Education Partnership resources

Time Frame

Unit 2-Movement Exploration and Dance Expression
10 weeks

Topic

- Across-the-Floor Progressions-Developing coordination, traveling skills, control, and confidence.
- Improvisation-Discovering individual movement choices and responding to creative prompts.
- Choreographic Beginnings-Understanding the foundations of creating movement and making artistic choices.
- Musicality-Developing the ability to hear, interpret, and physically respond to music.
- Performance Skills-Developing confidence, artistry, stage presence, and the ability to communicate through movement.

Alignment to Standards

Creating

- 1.1.12prof.Cr1a – Explore movement through improvisation and problem-solving to generate artistic ideas.
- 1.1.12prof.Cr2a – Develop movement phrases using the elements of dance.

Performing

- 1.1.12prof.Pr4a – Demonstrate understanding of dance terminology, movement skills, and performance practices.
- 1.1.12prof.Pr5a – Develop and refine technical proficiency, body alignment, coordination, flexibility, balance, and movement accuracy.
- 1.1.12prof.Pr5b – Apply feedback and self-assessment to improve technical performance.

Responding

- 1.1.12prof.Re7a – Observe and analyze movement using appropriate dance vocabulary.

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Connecting

- 1.1.12prof.Cn10a – Relate personal experiences to dance learning and artistic growth.

Learning Objectives and Activities

How do dancers use movement, music, and creativity to communicate ideas and emotions?

Learning Objectives-Across-the-Floor Progressions

Students will:

- Demonstrate traveling movements with proper alignment, coordination, and control.
- Apply ballet foundations to jazz, lyrical, and contemporary movement.
- Develop spatial awareness while navigating pathways and directions.
- Improve dynamic range, strength, flexibility, and confidence while moving across the floor.
- Understand the importance of preparation, transitions, and finishing movements.

Skills Introduced:

Jazz/Lyrical Progressions

- Jazz walks
- Chassés
- Triplets
- Grapevines
- Pas de bourrée variations
- Step-ball-change
- Jazz runs
- Leaps:
 - Grand jeté preparation
 - Stag leap
 - Second leap
- Turns:
 - Chainés
 - Piqué turns
 - Soutenu turns
 - Jazz pirouette preparation

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Movement Concepts

- Direction changes
- Levels
- Pathways
- Weight shifts
- Momentum
- Suspension and release

Activities:

Across-the-Floor Progression Lab

Students rotate through stations:

Station 1: Traveling Skills

- Chassé combinations
- Jazz walks
- Triplets

Station 2: Turns

- Spotting exercises
- Chainés
- Piqué turns

Station 3: Leaps

- Preparation
- Strength exercises
- Traveling leaps

Station 4: Performance Quality

Students repeat combinations focusing on:

- First attempt: technique
- Second attempt: musicality
- Third attempt: performance

Improvisation

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Students will:

- Explore movement without relying on predetermined choreography.
- Develop confidence in personal movement choices.
- Use space, levels, dynamics, and emotions to create movement.
- Respond to music, imagery, and prompts through movement.
- Understand improvisation as a tool for creativity and choreography.

Improvisation Concepts:

Students explore:

Space

- Direction
- Pathways
- Levels
- Personal space vs. shared space

Time

- Slow motion
- Acceleration
- Pauses
- Rhythm changes

Energy

- Sharp vs. smooth
- Heavy vs. light
- Bound vs. free

Emotion

- Joy
- Frustration
- Fear
- Confidence
- Curiosity

Activities:

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1. Movement Prompt Improvisation

Teacher gives prompts:

"Move as if you are..."

- Walking through a storm
- Trying to hold onto a memory
- Breaking free from something
- Discovering something new

Students focus on translating ideas into movement.

2. Follow the Leader Improvisation

Students work in groups:

- One dancer leads
- Others mirror and adapt
- Leader changes every 30 seconds

Focus:

- Observation
- Adaptability
- Collaboration

3. Improvisation Reflection

Students write:

"What choices did you make when you did not have choreography telling you what to do?"

Choreographic Beginnings

Students will:

- Understand basic choreographic tools used to create movement.
- Develop short movement phrases using intention and structure.
- Recognize that choreography involves choices about space, timing, dynamics, and meaning.

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- Begin analyzing how movement communicates an idea or story.

Choreographic Concepts Introduced:

Movement Elements:

Space

- Formation
- Pathway
- Levels
- Direction

Time

- Rhythm
- Tempo
- Phrasing

Energy

- Dynamics
- Accents
- Quality

Relationships

- Unison
- Canon
- Call and response

Activities:

Choreography Toolbox Activity

Students receive a simple phrase and manipulate it:

Change the:

- Level
- Direction
- Timing
- Energy

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- Formation

Example:

Take an 8-count phrase and perform it:

- Smoothly
- Aggressively
- In slow motion
- Backwards
- At different levels

Mini Choreography Project

Students create a 45–60 second dance

Requirements:

- Include an intentional theme/emotion
- Use at least one choreographic structure:
 - ABA
 - Canon
 - Call & Response
- Include formations and transitions
- Demonstrate musical choices

Musicality

Students will:

- Identify musical elements that influence movement.
- Demonstrate awareness of rhythm, tempo, accents, and phrasing.
- Understand the relationship between music and choreography.
- Make intentional movement choices based on musical interpretation.

Musical Concepts:

Students explore:

- Beat
- Tempo
- Rhythm
- Accents

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- Dynamics
- Musical phrasing
- Instrumentation

Activities:

"Hear It, Move It"

Students listen to different sections of music and identify:

- Strong beats
- Changes in intensity
- Instrumental moments
- Emotional shifts

Then create movement choices based on what they hear.

Accent Exercise

Students practice:

- Hitting musical accents
- Holding movement through sustained notes
- Using breath and dynamics

Reflection:

"How does dancing exactly on the music differ from dancing with the music?"

Performance Showcase-Winter Wonderland Dance Showcase 1

Students perform teacher or student choreography focusing on:

- Technique
- Musicality
- Expression
- Connection
- Confidence

Assessments

Formative:

- Improvisation exercises, musicality activities, choreography feedback

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Summative:

- Jazz/Lyrical choreography project, Performance 1 Assessment, Winter Wonderland

Benchmark:

- Musicality & movement exploration benchmark

Alternative:

- Written choreography analysis

Interdisciplinary Connections

Music – Rhythm & Musical Structure-**1.3A.12prof.Cr2a**: *Apply compositional techniques and organizational principles to arrange and develop artistic ideas into music.*

Connection:

Students explore how music influences movement choices.

Students study:

- Beat
- Tempo
- Rhythm
- Dynamics
- Phrasing
- Musical accents

English Language Arts – Creative Expression & Storytelling-**NJSLSA.W3**: *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Connection:

Students use movement to communicate ideas and emotions.

Students explore:

- Theme
- Narrative
- Symbolism
- Interpretation

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Visual Arts – Composition & Design-**1.5A.12prof.Cr2a**: *Organize and develop artistic ideas and work by applying elements and principles of design to create visually effective compositions.*

Connection:

Students compare choreography to visual composition.

Students explore:

- Shapes
- Space
- Balance
- Contrast
- Patterns

Psychology – Creativity & Self-Expression-**NJSLSA.SL1**: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Connection:

Students explore how improvisation develops confidence and personal voice.

Students examine:

- Risk-taking
- Decision-making
- Self-confidence
- Emotional expression

Career Readiness, Life Literacies, and Key Skills

- Professionalism & Work Ethic
- Self-Management & Goal Setting
- Communication Skills
- Creativity & Innovation
- Collaboration & Communication
- Adaptability & Flexibility
- Research & Information Literacy
- Presentation & Public Speaking Skills
- Teamwork & Leadership
- Professional Communication
- Life Literacies & Key Skills

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- Creativity
- Critical thinking
- Collaboration
- Decision-making
- Confidence
- Innovation
- Communication

Technology Integration

- Music analysis software/apps
- Digital choreography documentation
- Video feedback and peer critique

Technology Standards

9.4.12.TL.2 – *Generate innovative ideas by using technology to create, refine, and improve products and processes.*

9.4.12.DC.1 – *Explain appropriate digital citizenship practices while creating and sharing digital content.*

9.4.12.IML.8 – *Use digital tools to organize, analyze, and communicate information effectively.*

Career Education

- CRP2 – Apply appropriate academic and technical skills
- CRP4 – Communicate clearly and effectively
- CRP5 – Consider the environmental, social, and economic impacts of decisions (*if discussing production choices or cultural context*)
- CRP6 – Demonstrate creativity and innovation
- CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them
- 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

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DEPARTMENT Visual and Performing Arts

COURSE Dance I - Dance and Choreography

- 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.
- 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

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- 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.

Core Instructional & Supplemental Materials including various levels of Texts

For Dance 1 Unit 3, this will be the bridge between *technical training* and *understanding dance as an art form*. After students have built foundational skills in ballet (Unit 1) and explored creativity/musicality (Unit 2), this unit allows them to understand where dance comes from, why cultures dance, and how dancers use movement to communicate identity and stories. This will introduce students to the evolution from ballet → modern → contemporary/lyrical movement.

- *Apollo's Angels: A History of Ballet* (selected excerpts); PBS *Dance in America* clips; Jacob's Pillow Dance Interactive Timeline
- *Free to Dance* (PBS)
- Dance Theatre of Harlem
- *I Never Saw Another Butterfly*-(selected poems as choreography inspiration); United States Holocaust Memorial Museum educational resources; Echoes & Reflections lesson resources; selected movement works about resilience and remembrances
- United States Holocaust Memorial Museum resources
- National Dance Education Organization (NDEO) lesson resources
- New Jersey Arts Education Partnership resources

Time Frame

Unit 3- Dance as Art and Expression (Lyrica/Modern Foundations)
10 weeks

Topic

- Dance History-Understanding the evolution of dance and the artists who shaped movement today.
- Dance Appreciation
- Learning how to observe, analyze, and discuss dance as an audience member and artist.

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- Basic Technique
- Applying foundational modern and lyrical movement principles.
- Dance Vocabulary: Lyrical/Modern
- Building the language needed to describe, execute, and analyze movement.

Alignment to Standards

Performing

- 1.1.12prof.Pr4a – Apply stylistic and technical understanding to performance.

Responding

- 1.1.12prof.Re7a – Analyze dance using the elements of dance and movement vocabulary.
- 1.1.12prof.Re8a – Interpret meaning and artistic intent.
- 1.1.12prof.Re9a – Apply criteria to evaluate dance performances.

Connecting

- 1.1.12prof.Cn10a – Connect dance experiences to personal understanding.
- 1.1.12prof.Cn11a – Explain how dance reflects historical, cultural, and societal contexts.

Learning Objectives and Activities

How does dance reflect history, culture, and human experiences while allowing artists to express ideas and emotions?

Learning Objectives-Dance History

Students will:

- Understand the historical development of modern dance and lyrical dance.
- Identify influential choreographers and dancers who changed the art form.
- Recognize how social, cultural, and artistic movements influenced dance.
- Explain how modern dance challenged traditional ballet conventions.

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Historical Concepts:

Ballet to Modern Dance

Students explore:

Classical Ballet

- Structure
- Precision
- Formal technique

Modern Dance

- Individual expression
- Natural movement
- Exploration of gravity
- Emotional storytelling

Lyrical/Contemporary

- Fusion of ballet, jazz, and modern
- Emotional interpretation
- Connection to music

Important Figures:

Students may study: (for example from the beginning)

Isadora Duncan

- Freedom of movement
- Rejection of strict ballet traditions

Martha Graham

- Contraction and release technique
- Emotional storytelling

José Limón

- Breath, weight, and suspension

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Activity:

Dance History Timeline

Students create a visual timeline:

Ballet → Modern → Contemporary/Lyrical

Include:

- Important artists
- Major movement changes
- Cultural influences
- How dance reflected society

Reflection:

"Why do you think dance changes as society changes?"

Performance Skills

Students will:

- Develop confidence, projection, and emotional connection.
- Understand the difference between executing movement and performing movement.
- Apply facial expression, focus, dynamics, and intention.
- Perform choreography with commitment and artistic choices.

Performance Concepts:

Students practice:

Projection

- Energy beyond the body
- Connecting with audience

Focus

- Eye line
- Intention
- Presence

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Dynamics

- Sharp vs. smooth
- Strong vs. delicate
- Controlled vs. released

Emotional Connection

- Understanding the meaning behind movement

Activities:

Same Movement, Different Meaning

Students perform the same 8-count phrase with different intentions:

- Joy
- Anger
- Fear
- Freedom
- Hope

Discussion:

"How did your movement choices change when your intention changed?"

Dance Appreciation

Students will:

- Develop skills for observing and analyzing dance.
- Use appropriate dance vocabulary when discussing performances.
- Recognize choreography, technique, and artistic choices.
- Become thoughtful audience members.

Dance Criticism Framework:

Students analyze:

What did you see?

Movement:

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COURSE Dance I - Dance and Choreography

- Shapes
- Levels
- Pathways
- Dynamics

What did you hear?

Music:

- Rhythm
- Tempo
- Emotional quality

What did you feel?

Meaning:

- Theme
- Story
- Connection

Activity:

Dance Viewing Journal

Students watch professional dance performances and respond:

- What was the choreographer communicating?
- How did dancers use their bodies to express emotion?
- What choices made the performance effective?

Basic Technique: Lyrical/Modern

Students will:

- Apply ballet foundations to modern and lyrical movement.
- Develop strength, flexibility, balance, and control.
- Explore movement through contraction, release, suspension, and grounded movement.
- Demonstrate proper technique while performing expressive choreography.

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COURSE Dance I - Dance and Choreography

Modern/Lyrical Skills:

Modern Concepts

- Contraction
- Release
- Spiral
- Suspension
- Fall and recovery
- Floor work
- Weight shifting

Lyrical Concepts

- Emotional storytelling
- Fluid transitions
- Breath
- Extension
- Connection to lyrics/music

Technical Skills

- Chassé variations
- Leap progressions
- Turns
- Tilts
- Extensions
- Floor transitions
- Traveling phrases

Dance Vocabulary: Lyrical/Modern

Students will learn:

Modern Vocabulary

- Contraction
- Release
- Suspension
- Fall
- Recovery
- Spiral

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COURSE Dance I - Dance and Choreography

- Opposition
- Weight shift
- Grounded movement

Lyrical Vocabulary

- Breath
- Phrasing
- Interpretation
- Emotional intent
- Dynamics
- Extension
- Flow
- Connection

Choreographic Vocabulary

- Motif
- Repetition
- Variation
- Theme
- Gesture
- Narrative

Unit Activities

1. Modern Movement Exploration

Students experiment with:

- Moving from the floor
- Using gravity
- Finding natural movement
- Exploring breath

Prompt:

"How can your body tell a story without words?"

2. Lyrical Choreography Project

Students create a 60–90 second lyrical piece.

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Requirements:

- Choose a meaningful song/theme
- Demonstrate emotional intention
- Use modern/l lyrical vocabulary
- Include transitions and pathways
- Show beginning, development, and conclusion

Assessments

Formative:

- Dance history discussions, performance critiques, vocabulary checks

Summative:

- Modern/Lyrical performance + dance appreciation project

Benchmark:

- Dance history understanding benchmark

Alternative:

- Dance History Project

Interdisciplinary Connections

Social Studies – Culture & History-**6.1.12.HistoryCA.1.a:** *Evaluate how political, social, cultural, and economic factors have shaped historical events and continue to influence societies and cultures.*

Connection:

Students examine dance as a reflection of society and culture.

Students explore:

- How traditions influence movement
- Dance as storytelling
- Social movements and artistic expression

English Language Arts – Analysis & Criticism-**NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn

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COURSE Dance I - Dance and Choreography

Connection:

Students develop skills to analyze and communicate about dance.

Students practice:

- Observation
- Interpretation
- Evidence-based opinions
- Critical responses

Music – Emotional Interpretation-1.3A.12prof.Re7a: *Analyze how the structure and context of varied musical works inform the response to music.*

Connection:

Students explore the relationship between lyrics, music, and movement.

Students analyze:

- Song meaning
- Emotional tone
- Musical phrasing

Visual Arts – Artistic Voice & Expression-1.5A.12prof.Cn11a: *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding of how the arts convey meaning and personal expression.*

Connection:

Students explore how artists communicate ideas through different mediums.

Connections:

- Dance = movement composition
- Painting = visual composition
- Music = sound composition

Career Readiness, Life Literacies, and Key Skills

- Professionalism & Work Ethic
- Self-Management & Goal Setting
- Communication Skills
- Creativity & Innovation
- Collaboration & Communication

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- Adaptability & Flexibility
- Research & Information Literacy
- Presentation & Public Speaking Skills
- Teamwork & Leadership
- Professional Communication
- Life Literacies & Key Skills
 - Creativity
 - Critical thinking
 - Collaboration
 - Decision-making
 - Confidence
 - Innovation
 - Communication

Technology Integration

- Digital research
- Multimedia presentations
- Digital dance critiques

Technology Standards

9.4.12.IML.5 – *Evaluate digital sources and media for accuracy, relevance, and credibility.*

9.4.12.IML.8 – *Use digital tools to organize, analyze, and communicate information effectively.*

9.4.12.DC.7 – *Collaborate using digital tools to create and present information responsibly and effectively.*

Career Education

- CRP1 – Responsible citizen
- CRP4 – Communication
- CRP7 – Employ valid and reliable research strategies
- CRP8 – Critical thinking
- CRP9 – Model integrity, ethical leadership, and effective management
- CRP12 – Cultural and global competence

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

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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.
- 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

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COURSE Dance I - Dance and Choreography

- 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.

Core Instructional & Supplemental Materials including various levels of Texts

For Dance 1 Unit 4, This is the culminating unit where students take everything they have learned—body awareness, technique, musicality, creativity, history, and artistry—and apply it as performers. This unit shifts the focus from *learning about dance* to *becoming a dancer who can rehearse, collaborate, perform, and reflect*. Students will be introduced to the reality of being part of a dance company: the rehearsal process, responsibility to a group, accepting feedback, and performing with intention.

- AXIS Dance Company
- Ballet Hispánico
- Student digital portfolios
- Performance recordings for self-assessment
- National Dance Education Organization (NDEO) lesson resources
- New Jersey Arts Education Partnership resources

Time Frame

Unit 4-Becoming a Performer
10 weeks

Topic

- **Becoming a Performer**-Developing confidence, stage presence, artistry, and the ability to communicate through movement.
- **Collaboration**-Understanding that dance is a collective art form requiring trust, communication, and respect.
- **Rehearsal Etiquette**-Developing professional habits, discipline, responsibility, and a growth mindset.
- **Performance**-Applying technique, musicality, expression, and preparation in a final performance setting.

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DEPARTMENT Visual and Performing Arts

COURSE Dance I - Dance and Choreography

- Reflection-Analyzing personal growth and identifying strengths and goals as a developing artist.

Alignment to Standards

Creating

- 1.1.12prof.Cr3a – Revise and refine artistic work through reflection and collaboration.

Performing

- 1.1.12prof.Pr5a – Refine technical skills for performance.
- 1.1.12prof.Pr6a – Convey artistic intent through performance with confidence and expression.

Responding

- 1.1.12prof.Re9a – Evaluate performances using established criteria.

Connecting

- 1.1.12prof.Cn10a – Reflect on personal artistic growth.
- 1.1.12prof.Cn11a – Connect rehearsal and performance experiences to broader artistic and community contexts.

Learning Objectives and Activities

What qualities, skills, and habits transform a dancer from someone who executes movement into a confident performer and collaborative artist?

Learning Objectives-Becoming a Performer

Students will:

- Understand the difference between practicing movement and performing movement.
- Develop confidence, stage presence, and emotional connection.
- Apply technique, musicality, and performance quality to choreography.
- Understand that performers make intentional choices to communicate with an audience.
- Demonstrate commitment, focus, and energy throughout a performance.

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Performance Skills:

Students will develop:

Projection

- Extending energy beyond the body
- Connecting with the audience
- Performing with confidence

Focus

- Purposeful eye line
- Intentional movement
- Maintaining character/emotion

Expression

- Communicating meaning
- Using dynamics and quality
- Connecting movement to music

Confidence

- Taking risks
- Recovering from mistakes
- Trusting preparation

Activities:

“Dance Without Emotion vs. Dance With Intention”

Students perform the same combination twice:

Round 1:

- Focus only on steps

Round 2:

- Add intention, emotion, and performance quality

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COURSE Dance I - Dance and Choreography

Discussion:

"What changed when you performed with purpose?"

Performance Presence Exercises

Students practice entering and exiting the space:

Focus:

- How you walk into the room
- How you stand before music begins
- How you finish movement
- How you acknowledge the audience

Collaboration

Students will:

- Recognize dance as a collaborative art form.
- Develop communication skills while working with peers.
- Respect different perspectives and movement choices.
- Understand individual responsibility within a group performance.
- Build trust and accountability among ensemble members.

Collaboration Concepts:

Students explore:

Ensemble Awareness

- Spacing
- Timing
- Awareness of others

Communication

- Giving constructive feedback
- Listening to ideas
- Problem solving

Responsibility

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- Knowing choreography
- Supporting teammates
- Being dependable

Activities:

Group Choreography Challenge

Small groups create a short piece using:

Requirements:

- Shared movement ideas
- Formation changes
- Different levels
- Group transitions
- Clear beginning and ending

Students reflect:

"How did your group make decisions? What helped your collaboration?"

Mirror & Connection Exercise

Partners explore:

- Mirroring movement
- Weight sharing (optional)
- Responding to movement choices

Focus:

- Trust
- Awareness
- Nonverbal communication

Rehearsal Etiquette

Students will:

- Understand professional expectations during rehearsals.
- Demonstrate responsibility, preparation, and focus.
- Apply feedback from instructors and peers.

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COURSE Dance I - Dance and Choreography

- Recognize rehearsal as a creative process requiring patience and persistence.
-

Professional Dance Habits:

Students will practice

- Preparation
- Arriving ready to work
- Knowing choreography
- Bringing appropriate materials

Focus

- Staying engaged
- Watching corrections
- Supporting classmates

Growth Mindset

- Accepting corrections
- Trying again
- Learning from mistakes

Respect

- Respecting rehearsal time
- Respecting choreographers
- Respecting fellow dancers

Activities:

The Professional Dancer Scenario Activity

Students discuss:

"What would a professional dancer do if..."

- They forgot choreography?
- They received criticism?
- Someone else was featured?
- They were frustrated?

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- They made a mistake on stage?

Rehearsal Reflection Log

Students complete weekly:

This week I improved...

A challenge I faced was...

The correction I applied was...

My goal for the next rehearsal is...

Performance

Students will:

- Apply technical skills and performance qualities in a final presentation.
- Demonstrate preparation and professionalism.
- Perform choreography with confidence, musicality, and intention.
- Understand the responsibilities involved in preparing for a performance.

Performance Preparation: Ocean Dance Theatre

Students learn:

Before Performance

- Warm-up routines
- Costume preparation
- Stage awareness
- Mental preparation

During Performance

- Projection
- Commitment
- Recovery from mistakes

After Performance

- Reflection
- Feedback

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COURSE Dance I - Dance and Choreography

- Growth

Activities:

Final Performance Project

Students participate in a final dance presentation.

Possible formats:

- Class showcase
- Student-choreographed works
- Teacher choreography
- Small group performances

Requirements:

- Demonstrate technique
- Show performance quality
- Work collaboratively
- Apply rehearsal etiquette

Reflection

Students will:

- Evaluate personal growth as a dancer.
- Identify improvements in technique, confidence, and artistry.
- Reflect on their contribution as a performer and teammate.
- Set goals for future dance training.

Reflection Activities:

Final Dance Reflection

Students respond:

1. How have you grown as a dancer this year?
2. What skill or concept improved the most?
3. What challenge helped you grow?
4. How have you changed as a performer?

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COURSE Dance I - Dance and Choreography

5. What qualities do you want to continue developing?

Assessments

Formative:

- Rehearsal logs, peer feedback, rehearsal observations

Summative:

- Final performance/showcase, Performance 2 assessment, Ocean Dance Theatre

Benchmark:

- Performance readiness benchmark

Alternative:

- Behind the scenes portfolio reflection

Interdisciplinary Connections

English Language Arts – Reflection & Self-Assessment-**NJSLSA.W10:** *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

Connection:

Students evaluate personal growth through writing.

Students practice:

- Reflection
- Goal setting
- Self-analysis
- Professional communication

Business & Career Education – Professional Skills-**9.4.12.CI.1:** *Demonstrate the ability to reflect, analyze, and use creative skills and ideas to solve problems.*

Connection:

Students learn workplace behaviors used in professional performing arts environments.

Students develop:

- Accountability
- Time management

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COURSE Dance I - Dance and Choreography

- Collaboration
- Communication
- Professionalism

Psychology – Teamwork & Performance Mindset-**9.4.12.TL.3:** *Collaborate in teams to solve problems and achieve shared goals while demonstrating leadership, responsibility, and respect for diverse perspectives.*

Connection:

Students explore:

- Confidence
- Managing performance anxiety
- Resilience
- Growth mindset

Theatre Arts – Character & Performance-**1.4A.12prof.Pr5a:** *Apply performance techniques and artistic intent to communicate character, emotion, and meaning to an audience.*

Connection:

Students connect dance performance to theatrical storytelling.

Students explore:

- Presence
- Character choices
- Audience connection
- Storytelling

Career Readiness, Life Literacies, and Key Skills

- Professionalism & Work Ethic
- Self-Management & Goal Setting
- Communication Skills
- Creativity & Innovation
- Collaboration & Communication
- Adaptability & Flexibility
- Research & Information Literacy
- Presentation & Public Speaking Skills
- Teamwork & Leadership
- Professional Communication
- Life Literacies & Key Skills

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COURSE Dance I - Dance and Choreography

- Creativity
- Critical thinking
- Collaboration
- Decision-making
- Confidence
- Innovation
- Communication

Technology Integration

- Performance recording
- Digital collaboration
- Final digital portfolio

Technology Standards

9.4.12.TL.2 – *Generate innovative ideas by using technology to create, refine, and improve products and processes.*

9.4.12.DC.7 – *Collaborate with others using digital technologies to create and present original work responsibly.*

9.4.12.IML.8 – *Use digital tools to communicate ideas effectively through multiple formats and media.*

Career Education

- CRP1 – Responsible citizen
- CRP2 – Technical skills
- CRP4 – Communication
- CRP6 – Creativity
- CRP8 – Critical thinking
- CRP11 – Technology
- CRP12 – Teamwork and cultural competence

**Modifications for Physical Education/Dance/or any other physical coursework
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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.
- 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

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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 I - Dance and Choreography

- 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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