



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 II - Dance and Choreography

Curriculum Development Timeline

School: Ocean Township High School

Course: Dance II - Dance and Choreography

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2015	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	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 Intermediate Technique & Genre Exploration	Week	Marking Period 3 Cultural Dance Studies & Developing Artistic Voice
1	Ballet Technique Review & Intermediate Expectations	21	What is Dance? Exploring dance as communication, culture, storytelling, and artistic expression. Introduction to the unit and essential questions.
2	Intermediate Barre Technique: Strength & Precision	22	Dance Across Cultures
3	Center Work: Adagio, Balance & Epaulement	23	Dance History & Influential Choreographers
4	Turns: Preparation, Execution & Spotting	24	Dance Criticism & Observation
5	Allegro: Jumps, Elevation & Articulation	25	Dance as Storytelling
6	Classical Ballet Vocabulary & Variations	26	Cultural Movement Exploration
7	Ballet Performance Skills: Artistry & Stage Presence	27	Choreographic Inspiration from Culture Preparing for Performance 2-Ocean Dance Theatre
8	Ballet Choreography & Spatial Awareness	28	Dance in Today's World Preparing for Performance 2-Ocean Dance Theatre
9	Rehearsal, Refinement & Technical Polishing	29	Student Research Presentations

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10	Intermediate Ballet Performance Assessment Preparing for Performance 1-Winter Wonderland Dance Showcase	30	Culminating Reflection
Week	Marking Period 2 Improvisation & Beginning Choreography (<i>Words with Dance</i>)	Week	Marking Period 4 Collaborative Choreography & Performance
11	Introduction to Choreography & Artistic Intent Preparing for Performance 1-Winter Wonderland Dance Showcase	31	Introduction to Collaborative Choreography Performance 2-Ocean Dance Theatre
12	Choreographic Vocabulary & Movement Manipulation Performance 1-Winter Wonderland	32	Storytelling Through Movement & Musical Theatre
13	Improvisation as a Creative Tool	33	Cultural Dance Influences & Movement Research
14	Choreographic Structures	34	Choreographic Structure & Movement Development
15	Creating Movement with Meaning	35	Building the Dance: Formations, Transitions & Spatial Design
16	Choreographic Devices & Development	36	Rehearsal Process & Artistic Refinement
17	Character, Emotion & Storytelling Through Movement	37	Performance Skills: Character, Expression & Stage Presence
18	Rehearsal Process & Critique Skills	38	Peer Critique & Revision Process
19	Performance Preparation & Artistic Choices	39	Final Exam Preparation: Collaborative Choreography Project
20	Choreography Presentations & Reflection	40	Final Exam Performance & Reflection

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Core Instructional & Supplemental Materials including various levels of Texts

Core Instructional Materials-Diverse artists, wellness, technique, and movement traditions.

- Dance studio with sprung floor, mirrors, ballet barres, and sound system
- Teacher-created intermediate ballet, jazz, modern, and contemporary technique curriculum
- Teacher-created choreography and across-the-floor combinations
- Dance journals (print or digital)
- Video recording device for self-assessment and reflection
- Professional dance performance recordings for movement analysis
- Google Classroom or other Learning Management System for instructional resources and feedback

Supplemental Materials

- Guest artists and master class demonstrations
- Articles and videos on dancer wellness, injury prevention, anatomy, and conditioning
- National Dance Education Organization (NDEO) instructional resources
- Dance Magazine and other professional dance publications
- Performance reviews and dance criticism excerpts
- Interactive anatomy models and movement analysis software

Resources Supporting NJ Mandates

- TED Talks on representation in dance, performances from multiple cultural dance traditions, National Dance Education Organization (NDEO) equity resources, Jacob's Pillow Dance Interactive archives
- National Dance Education Organization (NDEO) resources on culturally responsive dance education; performances representing African, Latin, Asian, Indigenous, and contemporary dance traditions.
- *Alvin Ailey: A Life in Dance* (PBS), *Free to Dance* (PBS documentary)-Introduce the contributions of influential Black dancers and choreographers such as Katherine Dunham, Alvin Ailey, Arthur Mitchell, and Pearl Primus, highlighting their impact on American concert dance and cultural expression.
- *Every Body Dance Now* (documentary), resources from AXIS Dance Company, articles about inclusive dance education, performances by Candoco Dance Company
- *Dancing on the Edge* (documentary excerpts), articles about dance during World War II, selected performance works exploring resilience, memory, and human rights

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Time Frame	Unit 1-Intermediate Technique & Genre Exploration 10 weeks
Topic	
Students refine and expand foundational dance techniques while developing strength, flexibility, musicality, movement quality, and performance presence. Through intermediate-level technical training, improvisation, and reflective practice, students strengthen their artistic voice while demonstrating increased precision, confidence, and technical proficiency.	
Alignment to Standards	
1.5.12prof.Cr1a Students develop multiple movement ideas and creative solutions through improvisation and experimentation to communicate artistic intent.	
1.5.12prof.Cr2a Students organize and refine movement using choreographic principles and artistic criteria.	
1.5.12prof.Pr4A Students demonstrate technical proficiency, alignment, body control, and movement accuracy while performing increasingly complex dance sequences.	
1.5.12prof.Pr5A Students apply feedback and self-assessment to improve technical execution and artistic performance.	
1.5.12prof.Re7A Students analyze how technical choices and performance qualities communicate meaning and affect audience interpretation.	
Learning Objectives and Activities	
Learning Objectives: • Demonstrate increased proficiency in ballet, jazz, modern, and contemporary dance technique. • Apply proper alignment, balance, weight transfer, and body awareness during	

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movement.

- Increase muscular strength, endurance, flexibility, and coordination.
- Demonstrate musicality through rhythmic accuracy and dynamic movement choices.
- Apply corrections independently during technical exercises.
- Explore improvisation as a tool for movement discovery and artistic expression.
- Perform combinations with increased confidence, projection, and performance quality.
- Reflect upon individual technical growth through self-assessment.

Students will participate in:

- Daily intermediate warm-up emphasizing alignment and injury prevention
- Across-the-floor progressions
- Intermediate turns, leaps, jumps, and directional changes
- Center combinations incorporating multiple dance genres
- Conditioning circuits targeting core strength and flexibility
- Musicality exercises using varying tempos and dynamics
- Guided improvisation prompts emphasizing movement quality
- Mirror and partner feedback activities
- Video analysis of professional dancers
- Teacher conferences and individual technique corrections
- Weekly reflection journals documenting technical growth
- Informal studio performances

Assessments

Formative:

- Daily teacher observation
- Technique checklists
- Exit reflections
- Peer feedback
- Improvisation participation
- Warm-up and conditioning participation
- Weekly self-assessments
- Dance journals

Summative: Students perform a teacher-created combination demonstrating:

- technical accuracy
- alignment
- balance
- flexibility

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- musicality
- movement quality
- performance presence

Benchmark: Students complete an individual technical skills assessment demonstrating growth from the beginning of the marking period in:

- Turns
- Leaps
- Flexibility
- Core strength
- Across-the-floor progressions
- Performance quality

Alternative: Students may demonstrate mastery through:

- Recorded performance submission
- Teacher conference and demonstration
- Modified performance based on accommodations
- Technical portfolio including written reflections and video evidence

Interdisciplinary Connections

Health & Physical Education Standards:

- 2.2.12.PF.1 – Develop and implement a personalized fitness plan that enhances health and performance.
- 2.2.12.PF.2 – Apply training principles to improve physical performance and achieve personal fitness goals.

Science Standards:

- HS-LS1-2 – Develop and use a model to illustrate the hierarchical organization of interacting body systems that provide specific functions within multicellular organisms.
- HS-LS1-3 – Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Music Standards:

- 1.3A.12prof.Pr4a – Analyze and interpret how the structure and context of music

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influence performance decisions.

- 1.3A.12prof.Re7a – Evaluate how musical elements contribute to artistic intent and audience understanding.

English Language Arts Standards:

- NJSLSA.W4 – Produce clear and coherent writing appropriate to task, purpose, and audience.
- NJSLSA.SL1 – Initiate and participate effectively in collaborative discussions.
- NJSLSA.L6 – Acquire and accurately use academic and domain-specific vocabulary.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1 – Demonstrate the ability to reflect on personal growth and development through creativity, innovation, and artistic expression.
- 9.4.12.CT.1 – Identify problem-solving strategies used in creative and professional environments.
- 9.4.12.GCA.1 – Collaborate with others to achieve a common goal.
- 9.4.12.P.1 – Demonstrate knowledge and understanding of workplace expectations and responsibilities.
- 9.4.12.CI.2 – Identify career pathways that utilize creativity, innovation, and design thinking.
- 9.4.12.IML.1 – Evaluate digital sources for accuracy, relevance, and credibility.
- 9.4.12.TL.3 – Analyze the impact of digital tools on communication, collaboration, and productivity.
- 9.4.12.CRP.6 – Demonstrate creativity and innovation.

Technology Integration

Video analysis, digital reflection, performance feedback

- 9.4.12.CI.1 – Demonstrate the ability to reflect, analyze, and use creative skills and ideas to solve complex problems.
- 9.4.12.DC.1 – Explain appropriate digital citizenship practices when creating, sharing, and responding to digital content.
- 9.4.12.IML.5 – Evaluate information from multiple sources to determine accuracy, perspective, credibility, and relevance.
- 9.4.12.TL.3 – Collaborate effectively using digital tools to develop solutions and share ideas.

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Career Education

CRP1 – Act as a responsible and contributing citizen and employee.
CRP2 – Apply appropriate academic and technical skills.
CRP4 – Communicate clearly and effectively.
CRP5 – Consider the environmental, social, and economic impacts of decisions.
CRP6 – Demonstrate creativity and innovation.
CRP7 – Employ valid and reliable research strategies.
CRP11 – Use technology to enhance productivity.
CRP12 – Work productively in teams while using cultural awareness 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)

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

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- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
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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

Core Instructional Materials-Diverse artists, wellness, technique, and movement traditions.

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Supplemental Materials

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- Articles and videos on dancer wellness, injury prevention, anatomy, and conditioning
- National Dance Education Organization (NDEO) instructional resources
- Dance Magazine and other professional dance publications
- Performance reviews and dance criticism excerpts
- Interactive anatomy models and movement analysis software

Resources Supporting NJ Mandates

- *The Intimate Act of Choreography* is a foundational textbook on dance composition by Lynne Anne Blom and L. Tarin Chaplin.
- *Making Dances That Matter: Resources for Community Creativity* by Anna Halprin
- *Dance Composition: A Practical Guide for Teachers* is a choreography and dance education textbook by Jacqueline M. Smith-Autard
- *Moving History/Dancing Cultures: A Dance History Reader* was edited by Ann Dils and Ann Cooper Albright
- Dance Magazine
- Dance Teacher Magazine
- The NY Times-Arts Section
- *Ailey* is a 2021 documentary directed by Jamila Wignot
- *Maya Lin: A Strong Clear Vision*, Directed by Freida Lee Mock
- *Pina* is a 2011 German 3D documentary directed by Wim Wenders
- *Joffrey: Mavericks of American Dance* Directed by Bob Hercules and narrated by Mandy Patinkin
- *Ballets Russes* is a 2005 documentary film

Time Frame	Unit 2-Improvisation & Beginning Choreography (<i>Words with Dance</i>) 10 weeks
Topic	
Students will transition from being primarily interpreters of choreography to becoming emerging choreographers. Through improvisation, movement exploration, and choreographic studies, students will develop the ability to create intentional movement phrases using the elements of dance, choreographic devices, and personal experiences as inspiration.	
Alignment to Standards	

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1.1.12prof.Cr1a

Explore a variety of stimuli (music, sound, literary forms, visual art, experiences, current events, and social ideas) to source movement for improvisational and choreographed dance studies. Analyze the relationship between the stimulus and the resulting movement.

1.1.12prof.Cr1b

Experiment with a variety of choreographic processes to develop new movement possibilities and personal movement vocabulary.

1.1.12prof.Cr2a

Develop dance compositions using choreographic devices, structures, and principles to communicate artistic intent.

1.1.12prof.Cr2b

Develop a dance study that demonstrates unity of form and content through the integration of movement, space, time, and energy.

1.1.12prof.Cr3a

Revise, refine, and complete dance compositions through feedback, reflection, and evaluation of artistic choices.

1.1.12prof.Pr5a

Apply technical skills, body mechanics, and movement principles to enhance performance quality.

1.1.12prof.Pr6a

Demonstrate professional practices during rehearsal and performance processes.

1.1.12prof.Re7a

Analyze dance works using the elements of dance and choreographic structures to understand meaning and artistic choices.

1.1.12prof.Re8a

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Interpret artistic intent and explain how movement choices communicate ideas, emotions, and themes.

1.1.12prof.Re9a

Apply criteria to evaluate artistic works and provide constructive feedback.

1.1.12prof.Cn10a

Analyze the relationships between dance and other disciplines, cultures, and historical contexts.

Learning Objectives and Activities

Learning Objectives:

Technique: Improvisation & Dance Skills

- Demonstrate increased body awareness, coordination, control, and confidence through improvisational movement exploration.
- Apply the elements of dance (space, time, energy, shape, and relationships) to develop movement vocabulary.
- Utilize improvisation as a tool for generating original movement ideas and expanding personal expression.
- Refine technical skills while applying movement choices with intention and purpose.

Knowledge: Choreographic Principles & Composition

- Identify and apply choreographic structures and devices including repetition, motif development, variation, canon, contrast, transitions, and thematic development.
- Analyze how choreographers use movement, music, text, and visual elements to communicate meaning.
- Explore how poetry, spoken word, imagery, and personal experiences can serve as inspiration for choreography.
- Develop an understanding of the relationship between artistic intent and choreographic choices.

Performance: Choreographer's Point of View

- Create and perform original choreography that communicates a theme, story, emotion, or personal perspective.

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- Collaborate effectively with a partner or small group during the creative process.
- Demonstrate rehearsal etiquette, communication skills, and professional behavior.
- Perform choreography with musicality, commitment, clarity of intent, and artistic expression.

Criticism: Reflection & Writing

- Analyze and critique dance using appropriate dance vocabulary.
- Reflect on personal growth, creative choices, and challenges throughout the choreographic process.
- Provide constructive feedback to peers using established critique methods.
- Explain how movement choices support the meaning and intent of a choreographed work.

Learning Activities:

Choreographic Exploration & Improvisation Activities

- Students participate in guided improvisation activities using:
 - Images
 - Objects
 - Emotions
 - Personal experiences
 - Environmental stimuli
 - Music selections
- Students transform everyday movements into abstract movement phrases by manipulating:
 - Timing
 - Levels
 - Pathways
 - Dynamics
 - Body isolations
- Students explore gesture-based movement and experiment with transferring gestures into larger body movements.

Movement Vocabulary & Choreographic Devices

- Students create movement studies using:
 - Motif development
 - Repetition
 - Variation
 - Retrograde
 - Canon

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- Call and response
 - Accumulation
 - Contrast
- Students analyze professional choreography to identify how choreographic devices create meaning and structure.

Words with Dance Project (Partner Choreography Project)

Project Description:

Students work in pairs to select a poem or spoken-word piece that inspires movement creation. Students analyze the meaning, emotional content, imagery, and themes of the text before translating the words into physical expression.

Students will:

- Select a poem/spoken-word piece that communicates a meaningful theme or message.
- Analyze the text for:
 - Mood
 - Imagery
 - Symbolism
 - Emotional journey
 - Narrative structure
- Create choreography that enhances and interprets the spoken word rather than simply illustrating the text.
- Develop movement motifs that represent important words, phrases, or ideas.
- Explore the relationship between:
 - Voice and movement
 - Silence and gesture
 - Rhythm and phrasing
 - Emotion and physicality
- Collaborate with a partner to make artistic decisions regarding:
 - Formation
 - Levels
 - Transitions
 - Spatial patterns
 - Dynamics
 - Performance quality

Reflection Component:

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Students write a choreographer statement explaining:

- Why they selected their poem
- How the movement choices connect to the text
- Which choreographic devices they incorporated
- How their collaboration influenced the final product

Interdisciplinary Connection:

This project connects Dance and English Language Arts by requiring students to interpret literary elements and translate written language into movement.

Additional Choreography Activities

Small Group Composition Project

Students work collaboratively to create a short dance study based on a chosen theme. Students must incorporate:

- A clear choreographic intention
- A defined structure
- At least three choreographic devices
- Intentional use of space, time, and energy

Dance Viewing & Critique

Students view professional dance works and respond through written reflection:

- What is the choreographer communicating?
- How do movement choices support the theme?
- What choreographic devices are evident?
- How does the dancer communicate emotion or intention?

Peer Feedback Sessions

Students observe classmates' choreography and provide constructive feedback focusing on:

- Clarity of message
- Use of space
- Movement quality
- Transitions
- Performance presence

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Journal Reflections

Weekly dance journals may include:

- Personal creative process reflections
- Challenges encountered during choreography
- Analysis of artistic choices
- Goals for technical and creative improvement

Assessments

Formative:

- Dance Journals
- Movement Studies & Improvisation Exercises
- Choreographic Vocabulary Assessments
- Peer Feedback Sessions
- Teacher Conferences/Rehearsal Checkpoints

Summative:

- Words with Dance Project: Spoken Word Choreography Performance
 - Choreographic Intent & Interpretation
 - Use of Choreographic Principles
 - Performance Quality
 - Collaboration & Professional Process
 - Written Choreographer Reflection

Benchmark:

- Choreographic Composition Study
 - Choreography draft
 - Movement phrase development
 - Teacher feedback notes
 - Peer critique responses

Alternative:

- Digital Dance Portfolio
- Choreographer's Analysis Paper
- Solo Choreography Option
- Storyboard/Movement Map
- Verbal Presentation

Interdisciplinary Connections

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English Language Arts (ELA) Standards:

- NJSLSA.R1 – Read closely to determine what a text says explicitly and make logical inferences; cite specific textual evidence when writing or speaking.
- NJSLSA.W3 – Write narratives to develop real or imagined experiences using effective technique, well-chosen details, and clear event sequences.
- NJSLSA.SL1 – Prepare for and participate effectively in collaborative discussions and presentations.

Music Standards:

- 1.3.12prof.Cr1a – Generate and improvise musical ideas through experimentation with various approaches.
- 1.3.12prof.Pr4a – Select, analyze, and interpret artistic works based on understanding of musical elements and structures.
- 1.4.12prof.Cr2a – Demonstrate understanding of artistic intent through creation and performance.

Visual Arts Standards:

- 1.5.12prof.Cr1a – Use multiple approaches to generate ideas and solutions to artistic problems.
- 1.5.12prof.Cr2a – Experiment, plan, and make artistic decisions through the creative process.
- 1.5.12prof.Re7a – Analyze visual arts based on elements, principles, and artistic intent.

Social Studies / History Standards:

- 6.1.12.HistoryCC.1.a – Evaluate how historical events and developments shaped American society.
- 6.1.12.CivicsDP.1.a – Analyze how individuals, groups, and institutions influence society.
- 6.2.12.HistoryCC.3.a – Analyze the impact of cultural movements and social change.

Physical Education / Health Standards:

- 2.2.12.MSC.1 – Demonstrate competency and proficiency in movement skills and apply movement concepts.
- 2.2.12.MSC.2 – Analyze application of movement concepts and principles to improve

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- performance.
- 2.2.12.PF.3 – Analyze fitness principles and develop strategies to enhance physical performance.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1 – Demonstrate creativity and innovation.
9.4.12.CT.1 – Identify problem-solving strategies used in the design process.
9.4.12.CI.3 – Develop ideas for solutions using creativity and innovation.
9.4.12.IML.7 – Develop and use multimedia presentations and digital tools.

Technology Integration

Digital choreography planning, collaborative creation, music editing, notation

- 8.1.12.A.2 – Produce and edit digital artifacts using appropriate tools.
- 8.1.12.D.1 – Demonstrate appropriate use of digital tools and resources.
- 8.2.12.EC.1 – Analyze the impact of technology on personal, professional, and community experiences.

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
CRP5: Consider the environmental, social, and economic impacts of decisions
CRP6: Demonstrate creativity and innovation
CRP7: Employ valid and reliable research strategies
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
CRP9: Model integrity, ethical leadership, and effective management
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

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- 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
- Fine motor skill stations embedded in rotation as needed

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COURSE: Dance II - Dance and Choreography

- 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

Core Instructional Materials-Diverse artists, wellness, technique, and movement traditions.

- Dance studio with sprung floor, mirrors, ballet barres, and sound system
- Teacher-created intermediate ballet, jazz, modern, and contemporary technique curriculum
- Teacher-created choreography and across-the-floor combinations
- Dance journals (print or digital)
- Video recording device for self-assessment and reflection
- Professional dance performance recordings for movement analysis
- Google Classroom or other Learning Management System for instructional resources and feedback

Supplemental Materials

- Guest artists and master class demonstrations
- Articles and videos on dancer wellness, injury prevention, anatomy, and conditioning
- National Dance Education Organization (NDEO) instructional resources
- Dance Magazine and other professional dance publications
- Performance reviews and dance criticism excerpts
- Interactive anatomy models and movement analysis software

Resources Supporting NJ Mandates

- *The Oxford Dictionary of Dance*, Edited by Debra Craine and Judith Mackrell
- *A History of Dance in Art and Culture* by Richard Kraus and Sarah Chapman
- *Alvin Ailey's Revelations*
- *The Dance of the Wind* (also released as *Dance of the Wind* and *Swara Mandal*) is a 1997 Indian drama directed by Rajan Khosa

Time Frame

Unit 3-Cultural Dance Studies & Developing Artistic Voice
10 weeks

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Topic
Students investigate how historical events, cultural traditions, and personal experiences influence choreography. Students will use this understanding to create original choreography that communicates a meaningful idea or perspective.
Alignment to Standards
1.1.12prof.Cr1a Explore various stimuli to develop movement ideas and analyze the relationship between the stimulus and movement.
1.1.12prof.Cr2a Develop dance compositions using choreographic devices, structures, and principles to communicate artistic intent.
1.1.12prof.Cr3a Revise and refine choreography through feedback, reflection, and evaluation.
1.1.12prof.Pr5a Apply body mechanics, technical skills, and movement principles to enhance performance.
1.1.12prof.Re7a Analyze dance works using elements of dance and choreographic structures.
1.1.12prof.Re8a Interpret artistic intent and explain how movement communicates meaning.
1.1.12prof.Cn10a Analyze relationships between dance and other disciplines, cultures, and historical contexts.
Learning Objectives and Activities
Learning Objectives Students will be able to: ● Identify how cultural traditions and historical events influence dance development. ● Analyze professional choreography through cultural and historical perspectives. ● Explain how choreographers communicate identity, experiences, and social ideas through movement.

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- Incorporate research and cultural understanding into choreographic choices.
- Create choreography that demonstrates respect, awareness, and intentional artistic expression.
- Compare movement traditions from different cultures and identify similarities and differences.
- Reflect on how cultural awareness strengthens the creative process.

Lesson Activities

Activity 1: Dance as Historical Storytelling

Students view excerpts of culturally significant works and analyze:

- Historical context
- Movement choices
- Artistic intent
- Cultural significance

Examples:

- Alvin Ailey's *Revelations*
- Katherine Dunham's choreography
- Global cultural dance performances

Students complete a dance analysis journal.

Activity 2: Cultural Movement Exploration

Students research a cultural dance tradition and identify:

- Movement characteristics
- Historical purpose
- Music/rhythm
- Costuming
- Social significance

Students create a short movement study inspired by their research.

Activity 3: Choreography Inspired by History or Culture

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Students create a short composition based on:

- A historical event
- Cultural tradition
- Social issue
- Personal identity

Students must incorporate:

- Movement motifs
- Choreographic structure
- Intentional use of space, time, and energy

Activity 4: Cultural Dance Comparison

Students compare two dance traditions and discuss:

- Purpose
- Community role
- Movement style
- Artistic expression

Students present findings through written reflection or presentation.

Assessments

Formative:

- Dance history discussion responses
- Cultural dance research notes
- Vocabulary checks
- Dance journals
- Video analysis reflections
- Movement studies inspired by cultural traditions
- Peer feedback sessions

Summative: Cultural Choreography Project

Students create and perform an original choreography inspired by a historical, cultural, or social concept.

Requirements:

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- Research component
- Clear choreographic intent
- Use of choreographic devices
- Cultural/historical connection
- Performance presentation
- Written choreographer reflection

Benchmark: Dance Analysis Presentation

Students analyze a culturally significant dance work and explain:

- Historical context
- Cultural influence
- Choreographic choices
- Meaning communicated through movement

Alternative:

- Digital presentation
- Written research essay
- Video documentary
- Dance portfolio
- Recorded verbal reflection
- Visual choreography map

Interdisciplinary Connections

English Language Arts Standards:

- NJSLSA.R1 – Cite evidence from texts to support analysis.
- NJSLSA.W7 – Conduct short research projects using multiple sources.
- NJSLSA.SL1 – Participate effectively in collaborative discussions.

Social Studies / History Standards:

- 6.1.12.HistoryCC.1.a – Analyze how historical events shape society.
- 6.1.12.CivicsDP.1.a – Analyze the role of individuals and groups in shaping communities.
- 6.2.12.HistoryCC.3.a – Analyze the impact of cultural movements and social change.

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COURSE: Dance II - Dance and Choreography

Music Standards:

- 1.3.12prof.Pr4a – Analyze and interpret artistic works using knowledge of artistic elements.
- 1.3.12prof.Cr2a – Develop artistic ideas through creative processes.

Visual Arts Standards:

- 1.5.12prof.Cr2a – Apply artistic processes to develop and refine creative work.
- 1.5.12prof.Re7a – Analyze artistic works using elements and principles of design.

Career Readiness, Life Literacies, and Key Skills

9.4.12.Cl.1 – Demonstrate creativity and innovation

9.4.12.CT.1 – Identify problem-solving strategies used in the design process

9.4.12.IML.7 – Develop and use multimedia presentations

9.4.12.Cl.3 – Develop ideas for solutions using creativity and innovation

9.4.12.GCA.1 – Collaborate with others to develop solutions and ideas

Technology Integration

Research databases, digital presentations, evaluating multimedia dance resources

- 8.1.12.IC.1 – Evaluate the reliability, accuracy, and perspective of digital information from multiple sources.
- 8.1.12.DA.1 – Collect, organize, and analyze information using appropriate digital tools.
- 8.1.12.DM.2 – Create and share digital content using appropriate technology tools.
- 9.4.12.IML.1 – Critically evaluate information from digital sources by considering credibility, accuracy, bias, audience, and purpose.
- 9.4.12.IML.5 – Analyze and evaluate the quality and effectiveness of multimedia sources for a specific purpose.
- 9.4.12.TL.3 – Utilize technology to collaborate, communicate, and present ideas effectively.

Career Education

CRP2 – Apply appropriate academic and technical skills.

CRP4 – Communicate clearly and effectively and with reason.

CRP6 – Demonstrate creativity and innovation.

CRP7 – Employ valid and reliable research strategies.

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COURSE: Dance II - Dance and Choreography

CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11 – Use technology to enhance productivity.
CRP12 – Work productively in teams while using cultural/global competence.

Core Instructional & Supplemental Materials including various levels of Texts

Core Instructional Materials-Diverse artists, wellness, technique, and movement traditions.

- Dance studio with sprung floor, mirrors, ballet barres, and sound system
- Teacher-created intermediate ballet, jazz, modern, and contemporary technique curriculum
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Supplemental Materials

- Guest artists and master class demonstrations
- Articles and videos on dancer wellness, injury prevention, anatomy, and conditioning
- National Dance Education Organization (NDEO) instructional resources
- Dance Magazine and other professional dance publications
- Performance reviews and dance criticism excerpts
- Interactive anatomy models and movement analysis software

Resources Supporting NJ Mandates

- *Dancing Many Drums: Excavations in African American Dance* is a scholarly anthology edited by Thomas F. DeFrantz
- *Apollo's Angels: A History of Ballet* is a sweeping nonfiction history by Jennifer Homans
- *The Oxford Dictionary of Dance* Edited by Debra Craine and Judith Mackrell
- Dance Magazine feature articles
- Dance Teacher Magazine instructional articles
- National Endowment for the Arts arts education resources
- Jacob's Pillow educational essays and artist interviews
- Bill T. Jones, *Still/Here*, selected performance excerpts
- Alvin Ailey, *Revelations, Cry*
- The Kennedy Center Digital Learning Resources

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COURSE: Dance II - Dance and Choreography

- PBS Arts programming and dance documentaries
- Library of Congress Performing Arts Collections
- Smithsonian Learning Lab Arts and culture collections

Time Frame	Unit 4-Collaborative Choreography & Performance 10 weeks
Topic	
In this culminating unit, students synthesize the technical, creative, and analytical skills developed throughout Dance II by creating and performing original choreography. Students explore how cultural dance traditions and musical theatre storytelling can be thoughtfully combined to communicate ideas, emotions, and narratives through movement. Through collaborative rehearsals, choreographic exploration, performance preparation, and reflective critique, students refine their intermediate technical skills while developing confidence as performers and emerging choreographers. The unit concludes with a final choreography project that demonstrates artistic growth, creative problem-solving, collaboration, and an understanding of how dance serves as a powerful form of cultural expression and communication.	
Alignment to Standards	
1.1.12prof.Cr2a Organize and develop artistic ideas and work by selecting and applying choreographic devices, structures, and artistic criteria to create original dance compositions.	
1.1.12prof.Cr3a Refine and revise choreography through self-reflection, peer feedback, and teacher guidance to improve artistic intent and performance quality.	
1.1.12prof.Pr4a Develop and apply rehearsal strategies that demonstrate focus, collaboration, and preparation for performance.	
1.1.12prof.Pr5a Demonstrate technical proficiency, body alignment, musicality, movement accuracy, and expressive performance appropriate to the choreographic intent.	
1.1.12prof.Pr6a Perform dance works with confidence, artistic expression, and technical accuracy while	

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COURSE: Dance II - Dance and Choreography

communicating meaning to an audience.

1.1.12prof.Re7a

Analyze dance works by identifying the use of the elements of dance, choreographic devices, artistic intent, and performance qualities.

1.1.12prof.Re9a

Apply established criteria to evaluate personal, peer, and professional dance performances, supporting observations with appropriate dance vocabulary and evidence.

1.1.12prof.Cn10a

Analyze how dance reflects personal expression, cultural traditions, historical events, and societal influences while making connections across disciplines and communities.

1.1.12prof.Cn11a

Demonstrate an understanding of how dance contributes to lifelong learning, personal wellness, community engagement, and career opportunities within the arts.

Learning Objectives and Activities

Learning Objectives:

- Demonstrate improved technical consistency, musicality, and performance quality through intermediate-level dance technique.
- Apply choreographic devices (canon, repetition, contrast, motif, transitions, levels, and formations) to create original dance compositions.
- Collaborate effectively with peers to rehearse, revise, and perform choreography.
- Analyze and evaluate choreography using appropriate dance terminology and constructive critique.
- Incorporate movement characteristics from diverse cultural dance traditions into original choreography while demonstrating respect for the cultural origins of the movement.
- Explore how musical theatre choreography blends storytelling, character development, and multiple dance styles.
- Create and perform an original final choreography project that combines cultural dance influences with musical theatre performance techniques.
- Reflect on personal growth as both a performer and an emerging choreographer.

Lesson Activities:

Performance Technique & Refinement

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Students continue strengthening:

- Alignment
- Flexibility
- Strength
- Turns
- Leaps
- Extensions
- Musicality
- Performance dynamics
- Stage presence

Collaborative Choreography Workshops

Students work in small groups to:

- Develop a movement concept.
- Apply choreographic devices.
- Revise choreography using teacher and peer feedback.
- Improve spacing, transitions, and formations.

Musical Theatre Movement Exploration

Students study how Broadway choreographers integrate storytelling, character, and dance.

Activities may include:

- Viewing and analyzing selected musical theatre dance excerpts.
- Identifying moments where choreography advances the story.
- Exploring character motivation through movement.
- Performing short combinations in various musical theatre styles (jazz, contemporary, lyrical, Fosse-inspired movement, etc.).

Cultural Dance Fusion Exploration

Students revisit dance traditions studied in Unit 3 and identify movement qualities that can be respectfully incorporated into contemporary or musical theatre choreography.

Examples include:

- West African rhythmic movement
- Indian hand gestures and expressive storytelling

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COURSE: Dance II - Dance and Choreography

- Ballet lines and partnering concepts
- Contemporary floor work
- Latin social dance influences (when appropriate)

Students discuss the difference between drawing inspiration from a cultural tradition and appropriating it, emphasizing research, context, and respect.

Final Exam Choreography Project

Students work individually or in pairs to create a 2–3 minute original choreography that blends:

- A musical theatre selection or theatrical storytelling concept.
- At least one researched cultural dance influence.
- A clear beginning, middle, and ending.
- Three or more choreographic devices.
- Purposeful use of space, dynamics, and relationships.
- Strong performance quality and artistic intent.

Students submit:

- A brief choreographer's statement explaining their artistic choices and cultural inspiration.
- Their final performance for assessment.

Reflection & Critique

Following the performances, students:

- Participate in structured peer critiques.
- Complete a written self-reflection evaluating their choreography, collaboration, and performance growth.
- Set goals for continued artistic development in Dance III.

Assessments

Formative:

- Weekly reflection journals documenting rehearsal progress, creative decisions, and personal growth.
- Teacher observation of technique, rehearsal participation, and collaboration.

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COURSE: Dance II - Dance and Choreography

- Choreography planning worksheets and movement maps.
- Peer critique sessions using dance-specific vocabulary and established performance criteria.
- Exit tickets focused on choreographic concepts, cultural influences, and rehearsal goals.
- Technique checks assessing musicality, alignment, movement quality, and performance skills.
- Choreographer's notebook documenting research, revisions, and artistic choices.
- Small-group rehearsal checkpoints with teacher feedback.

Summative:

- Final Choreography Performance Project (Final Exam)
- A written choreographer's statement explaining their artistic intent, cultural inspiration, and creative process.
- A self-reflection evaluating their growth as a dancer, collaborator, and choreographer throughout Dance II.

Benchmark:

- Mid-Unit Choreography Progress Showing

Alternative:

- Video-recorded performance with written self-analysis.
- Digital choreography portfolio including rehearsal videos, movement notes, reflections, and research.
- Storyboard or choreography map illustrating formations, transitions, and choreographic structure.
- Multimedia presentation analyzing how a selected cultural dance tradition influenced their choreography.
- Written dance critique comparing their choreography to a professional performance using appropriate dance terminology.
- Oral presentation explaining artistic choices, choreographic process, and cultural research.
- Teacher conference and performance demonstration for students requiring individualized assessment accommodations.

Interdisciplinary Connections

English Language Arts Standards:

- NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- NJSLA.SL4: Present information, findings, and supporting evidence clearly, concisely, and logically so listeners can follow the line of reasoning.
- RL.9-10.7: Analyze the representation of a subject or key scene in two different artistic mediums.

Social Studies / History Standards:

- 6.1.12.HistoryCC.1.a: Evaluate how events and developments shaped American history and culture.
- 6.1.12.HistoryCC.3.a: Evaluate the role of cultural, social, and political factors in shaping historical events and movements.
- 6.2.12.HistoryCC.4.a: Analyze the role of social, political, and cultural movements in shaping societies.

Music Standards:

- 1.3.12prof.Pr4a: Analyze and demonstrate understanding of how musical elements influence performance decisions.
- 1.3.12prof.Pr5a: Develop and refine artistic techniques through rehearsal and feedback.

Theatre / Drama Standards:

- 1.4.12acc.Cr1a: Generate and conceptualize artistic ideas and work.
- 1.4.12acc.Pr4a: Explore and integrate acting techniques to develop believable characters and performances.
- 1.4.12acc.Pr6a: Convey meaning through presentation and performance.

Health & Physical Education Standards:

- 2.2.12.MSC.1: Explain and demonstrate ways to manage movement skills and concepts to enhance performance.
- 2.2.12.PF.3: Analyze the components of fitness and their relationship to physical activity and performance.

Visual Arts / Design Standards:

- 1.5.12prof.Cr1a: Use multiple approaches to generate ideas and solutions for creative work.
- 1.5.12prof.Pr4a: Analyze, select, and apply criteria to evaluate artistic work.

Technology / Digital Media Standards:

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- 8.1.12.IC.1: Evaluate the impact of digital information and technologies on individuals and society.
- 8.1.12.DA.1: Create and organize data using digital tools to communicate information effectively.
- 9.4.12.IML.5: Evaluate digital sources and multimedia presentations for accuracy, perspective, and purpose.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1 – Demonstrate the ability to reflect on personal growth and development through creativity, innovation, and artistic expression.

9.4.12.CT.1 – Identify problem-solving strategies used in creative and professional environments.

9.4.12.GCA.1 – Collaborate with others to achieve a common goal.

9.4.12.IML.1 – Evaluate digital sources for accuracy, relevance, and credibility.

9.4.12.IML.5 – Evaluate digital and multimedia sources for purpose, audience, credibility, and effectiveness.

9.4.12.TL.3 – Analyze the impact of digital tools on communication, collaboration, and productivity.

9.4.12.CI.2 – Identify career pathways that utilize creativity, innovation, and design thinking.

9.4.12.P.4 – Demonstrate personal responsibility and professional behaviors in workplace environments.

Technology Integration

Digital portfolios, performance recording, self-assessment, presentation of artistic work

8.1.12.A.1 – Create a computing artifact using design and development processes that include planning, creating, testing, and modifying.

8.1.12.A.2 – Create data representations for various types of data using appropriate tools, methods, and techniques.

8.1.12.D.1 – Evaluate the impact of digital technology on communication, collaboration, and artistic expression.

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8.1.12.D.2 – Demonstrate appropriate use of digital tools and resources to communicate ideas and information.

8.1.12.E.1 – Produce a digital product in a collaborative environment.

8.2.12.ED.1 – Design a solution using the design thinking process to solve problems and improve outcomes.

9.4.12.IML.5 – Evaluate digital sources for accuracy, perspective, credibility, and purpose.

Career Education

CRP2 – Apply appropriate academic and technical skills

CRP4 – Communicate clearly and effectively and with reason

CRP6 – Demonstrate creativity and innovation

CRP7 – Employ valid and reliable research strategies

CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them

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

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COURSE: Dance II - Dance and Choreography

- 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
- 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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