

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Dance

Grade: 6

ABSTRACT

Dance engages students in exploring the connections between movement, culture, creativity, and performance. Throughout the unit, students investigate a variety of cultural dance traditions, examining how dance reflects the history, values, and identities of diverse communities. They apply foundational dance concepts and skills while analyzing and performing movements inspired by the cultures they study.

Students also develop an understanding of how their bodies move and function as they create original choreography. Through student voice and choice, they collaborate to design dances that demonstrate creativity, movement principles, and personal expression. Building upon their choreographic work, students revise, refine, and rehearse their dances using peer and teacher feedback before presenting polished performances. By combining cultural appreciation, creative expression, and performance skills, this curriculum fosters artistic confidence, collaboration, critical thinking, and respect for diverse perspectives.

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Grade 6 Dance

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Dance & Society September/October <i>(4 Weeks)</i>	Creating Dances October/November <i>(3 Weeks)</i>	Performing Dances November/December <i>(3 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research	NJSLS: 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. 1.1.8.Cr2b: Establish criteria to	NJSLS: 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

	deepened understanding of the topic and how big ideas are expressed metaphorically through dance. 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.	choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.	1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space. 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution
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			of complex patterns, sequences and formations. 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document the performance process using dance and production terminology. Analyze and evaluate the success of a performance. 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Visual and Performing Arts 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to	ELA SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Visual and Performing Arts 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of	ELA SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	perform.	notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.	
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Computer Science 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. Life Literacies & Key Skills 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Life Literacies & Key Skills 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Computer Science 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Life Literacies & Key Skills 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Design Thinking 8.2.8.ITH.2: Compare how technologies have influenced society over time.	Design Thinking 8.2.8.ITH.2: Compare how technologies have influenced society over time.	Design Thinking 8.2.8.ITH.2: Compare how technologies have influenced society over time.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A

Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Dance is perceived and analyzed to comprehend its meaning. • Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. • Criteria for evaluating dance vary across genres, styles, and cultures. • As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. • Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.	• Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. • The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. • The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	• Choreographers analyze, evaluate, refine, and document their work to communicate meaning. • Space, time and energy are basic elements of dance. • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. • Dance performance is an interaction between performer and production.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How is dance understood? 2. How is dance interpreted? 3. What criteria are used to evaluate dance? 4. How does dance deepen our understanding of ourselves, other knowledge, and events around us? 5. How does knowing about societal, cultural, historical and community experiences expand dance literacy?	1. Where do choreographers get ideas for dances? 2. What influences choice-making in creating choreography? 3. How is the body used as an instrument for technical and artistic expression?	1. How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? 2. How do dancers work with space, time and energy to communicate artistic expression? 3. What must a dancer do to prepare the mind and body for artistic expression?

			4. How does a dancer heighten artistry in a public performance?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Student Participation • Teacher Observations • Learning Centers • Journal Entries • Exit Tickets • Open-Ended Responses Summative Assessments • Student Portfolios • Unit Assessments Alternative Assessments • Performances • Body Mapping • Problem based or concept based projects • Dance journals Benchmark Assessments • Quizzes • Student Growth Assessments	Formative Assessments • Student Participation • Teacher Observations • Learning Centers • Journal Entries • Exit Tickets • Reflection Essays Summative Assessments • Student Portfolios • Unit Assessments Alternative Assessments • Performances • Body Mapping • Group Choreography • Dance journals Benchmark Assessments • Quizzes • Student Growth Assessments	Formative Assessments • Student Participation • Teacher Observations • Learning Centers • Journal Entries • Exit Tickets • Open-Ended Responses Summative Assessments • Student Portfolios • Unit Assessments Alternative Assessments • Performances • Body Mapping • Problem based or concept based projects • Dance journals Benchmark Assessments • Quizzes • Student Growth Assessments
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i>	Performing Arts • Compare/contrast performance styles • Research historical development of performance art	Performing Arts • Analyze the form, function and craftsmanship of dance • Assess performances based on specific criteria • make organized decisions and	Performing Arts • Interpret the characteristics of imagery • Assess observable criteria • Clarify the execution of complex patterns

• <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	• Analyze the patterns of performance development • Analyze the impact of technology • Compare and contrast spatial patterns and relationships • Observe social/cultural values from choreographers DEI Activities • Observe social/cultural values from choreographers • Introduce students to dances from different cultures (hip-hop, ballet, contemporary, salsa, African drumming-based dance, Indian classical dance, etc.) • Feature dancers and choreographers from diverse backgrounds—highlight their stories, struggles, and contributions • Have students analyze how different cultures express emotion and storytelling through movement • Create real-world situations to help students connect diverse cultural experiences and become excited about dance. • Connect students' language and cultural aspects of students' background to foster identity development in dance.	plans for the development of performances • recognize choreographic structures • analyze the manipulation of elements of dance • create and develop solo or group dance performances DEI Activities • Create dances that communication themes, emotions or narratives • Analyze how choreographic choices communicate meaning • Research and present on one dance style's cultural origin and characteristics. • Discuss the importance of cultural respect and understanding in dance • Students create short choreography reflecting their own cultural heritage, family traditions, or identity • Mix small groups with students from different backgrounds to create fusion dances that blend styles • Allow students to modify movements to fit their body type, ability level, and comfort—emphasize that dance is personal	• Perform planned and improvised movement DEI Activities • Research to understand dance as a cultural and historical art form • Feature dancers and choreographers from diverse backgrounds—highlight their stories, struggles, and contributions • Allow students to modify movements to fit their body type, ability level, and comfort—emphasize that dance is personal • Create opportunities for students to use dance to express feelings about belonging, identity, and community • Use photos and videos of dancers with different body types, skin tones, abilities, and gender expressions • Research to recognize universal and unique aspects of dance across cultures • Explore diverse dance traditions. • Discuss the importance of cultural respect and understanding in dance. • Mix small groups with
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			students from different backgrounds to create fusion dances that blend styles
Resources: <i>(Include names of texts and all online resources)</i>	• Dance artifacts • The Evolution of Dance • PBS Resources	• Video: Bring in da Noise, Bring in da Funk • Great performances PBS	• Teaching Rhythm in Dance: Ideas and Exercises • Dancemaker App • Contemporary Dancing for Beginners
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multi-media presentations • Scaffolded Lessons • Guided note-taking • Study guides • Modified homework • Differentiated pre-typed class notes and examples • Flexible small group instruction • Use of alternate assessments • Modeling English Language Learners (ELLs): • Pair visual prompts with verbal presentations • Provide repetition and practice • Model skills/techniques to be mastered • Extended time	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multi-media presentations • Scaffolded Lessons • Guided note-taking • Study guides • Modified homework • Differentiated pre-typed class notes and examples • Flexible small group instruction • Use of alternate assessments • Modeling • Visual markers • Stabilizing devices English Language Learners (ELLs): • Pair visual prompts with verbal presentations • Provide repetition and practice • Model skills/techniques to be	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multi-media presentations • Scaffolded Lessons • Guided note-taking • Study guides • Modified homework • Differentiated pre-typed class notes and examples • Flexible small group instruction • Use of alternate assessments • Modeling • Visual markers • Stabilizing devices English Language Learners (ELLs): • Pair visual prompts with verbal presentations • Provide repetition and practice • Model skills/techniques to be

	● Assign a peer helper in the class setting ● Front load vocabulary ● Dictionaries ● Mnemonic devices ● Visual aids ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Interactive maps ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally and also periods of quiet reflection. ● Highlighted and/or repeated directions Gifted and Talented (Advanced) Students: ● Allow students to pursue independent projects based on	mastered ● Extended time ● Assign a peer helper in the class setting ● Front load vocabulary ● Dictionaries ● Mnemonic devices ● Visual aids ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Interactive maps ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally and also periods of quiet reflection. ● Highlighted and/or repeated directions Gifted and Talented (Advanced) Students:	mastered ● Extended time ● Assign a peer helper in the class setting ● Front load vocabulary ● Dictionaries ● Mnemonic devices ● Visual aids ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Interactive maps ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally and also periods of quiet reflection. ● Highlighted and/or repeated directions Gifted and Talented (Advanced) Students:
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	• their individual interests • Provide enrichment activities that include more advanced material • Allow team-teaching opportunities and collaboration • Set individual goals • Conduct research and provide presentation of appropriate topics • Higher-level questioning techniques • Provide assessments at a higher level of thinking 504 Plans • Preferential seating • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Oral assessments • Highlighted and/or repeated directions	• Allow students to pursue independent projects based on their individual interests • Provide enrichment activities that include more advanced material • Allow team-teaching opportunities and collaboration • Set individual goals • Conduct research and provide presentation of appropriate topics • Higher-level questioning techniques • Provide assessments at a higher level of thinking 504 Plans • Preferential seating • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Oral assessments • Highlighted and/or repeated directions	• Allow students to pursue independent projects based on their individual interests • Provide enrichment activities that include more advanced material • Allow team-teaching opportunities and collaboration • Set individual goals • Conduct research and provide presentation of appropriate topics • Higher-level questioning techniques • Provide assessments at a higher level of thinking 504 Plans • Preferential seating • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Oral assessments • Highlighted and/or repeated directions
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