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| Middle School Dance 6-8 | Introduction to Dance | 11-12 Weeks (Cycles Course) |
| **New Jersey Core Curriculum Content Standards for Visual and Performing Arts:**  **Strand A-Dance**  ***By the end of grade 8, those students choosing DANCE as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills:***  **Standard: 1.1 The Creative Process--**All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  **Content Statement:***Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.*  1.1.8.A.1--Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.  **Content Statement:***Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.*   1.1.8.A.2-- Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.  **Content Statement:***Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.*  1.1.8.A.3-- Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).  **Content Statement:**  *The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.*   1.1.8.A.4-- Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.  **Content Statement:** Common, recognizable musical forms often have characteristics related to specific cultural traditions.  1.1.8.B.1-- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.  **Standard: 1.2 History of the Arts and Culture:**All students will understand the role, development, and influence of the arts throughout history and across cultures.  **Content Statement:**Technological changes have and will continue to substantially influence the development and nature of the arts.  1.2.8.A.1-- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.  **Content Statement:**Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.  1.2.8.A.2-- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.  **Content Statement:**The arts reflect cultural mores and personal aesthetics throughout the ages.  1.2.8.A.3-- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.  **Standard:** **1.3 Performance--**All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.  **Content Statement:**Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.  1.3.8.A.1-- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.  **Content Statement:**Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.  1.3.8.A.2-- Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.  **Content Statement:**Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.  1.3.8.A.3-- Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.  **Content Statement:**Technology and media arts are often catalysts for creating original choreographic compositions.  1.3.8.A.4-- Use media arts and technology in the creation and performance of short, original choreographic compositions.  **Content Statement:** Stylistic considerations vary across genres, cultures, and historical eras.  1.3.8.B.2-- Stylistic considerations vary across genres, cultures, and historical eras.  **Content Statement:** Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.  1.3.8.B.3-- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.  **Standard: 1.4 Aesthetic Responses & Critique Methodologies--**All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.    **Content Statement:** Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.  1.4.8.A.1-- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.  **Content Statement:** Art may be used for utilitarian and non-utilitarian purposes.  1.4.8.A.2-- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.  **Content Statement:** Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.  1.4.8.A.3-- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.  **Content Statement:** Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.  1.4.8.A.4-- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.  **Content Statement:** Symbolism and metaphor are characteristics of art and art-making.  1.4.8.A.5-- Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.  **Content Statement:** Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.  1.4.8.A.6-- Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.  **Content Statement:** Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.  1.4.8.A.7--Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.  **Content Statement:** Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.  1.4.8.B.1--Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.  **Content Statement:** Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.  1.4.8.B.2-- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.  **Content Statement:** Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.  1.4.8.B.3-- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. | | |
| **Technology Standards**   * 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. * 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. * 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. * 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product | | |
| **CRP and Standard 9**   * CRP1 Act as a responsible and contributing citizen and employee * CRP2 Apply appropriate academic and technical skills * CRP3 Attend to personal health and financial well-being * CRP6 Demonstrate creativity and innovation * CRP10 Plan education and career paths aligned to personal goals * CRP12 Work productively in teams while using cultural global competence   **Standard 9.2 Career Awareness, Exploration, and Preparation**  **Career Exploration**   * 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. * 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. * 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | | |
| **Interdisciplinary Connections**  **Math**   * 7.G.A.2 Construct triangles and circles based on their measure of angles and or their sides   + Dancers understand that movement correlates to angles such as 90 degrees, 180 degrees, and 360 degrees.   **Comprehensive Health and Physical Education**  **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**  **B. Nutrition**   * 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.   **D. Safety**   * 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.   **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**  **A. Interpersonal Communication**   * 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.   **2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  **A. Movement Skills and Concepts**   * 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). * 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. * 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). * 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills. | | |
| **Unit Summary**  Students will discover how dance expresses emotions and connects to health and overall well-being.  Students will appreciate themselves as dancers through knowledge, participation and basic elements of dance in a class setting. Students will be exposed to an introduction of various forms of dance such as jazz, modern, classical, and ballet through teacher and technology lead demonstrations.  During each form of dance, students will focus on learning key dance movements, terminology, and improvements to physical and emotional health. Additionally, lessons will be structured to lead students through the importance of dance in historical perspectives and how music plays a pivotal role for the choreography.  This dance unit will also allow students to explore their creativity through researching dances and styles to choreograph dances to be presented in class. | | |
| **Essential Question(s)**   * What must a dancer do to prepare the mind and body for artistic expression? * How does dance deepen our understanding of ourselves, other knowledge, and events around us? * How does a dancer work with time, energy and space to communicate artistic expression? * What role does music and technology play in developing bodily movements in a dance routine? * How does knowing about societal, cultural historical and community experiences expand dance literacy? * How has dance evolved over centuries? * How do choreographers and dancers use self-reflection and feedback from others to improve the quality of their work? * How is dance interpreted? * How does knowing about societal, cultural, historical and community experiences expand dance literacy? * How does music impact our choices in dance movements and expression? | | |
| **Enduring Understandings**   * Dance class has a culture and structure * Dancers train with proper technique as a tool to develop the body for artistry and artistic expression * As dance progresses, all personal experiences, familiarity and contexts are united and created to understand meaning * Space, time and energy are basic elements of dance. * Dance education enables student to discover their own natural capacity for the communication of ideas, thought and feelings through the medium of dance and rhythm. * Teachers and dancers analyze and evaluate their work to improve the quality * The impact of musical choice and tempo on the performance of the dancer * Dance is interpreted by considering meaning and expression through the dancer’s body, expression and context. * Dance literacy includes knowledge and perspectives about society, cultural, historical, and community contexts. * 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. | | |

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| **NJCCCS: Visual & Performing Arts** | **Student Learning Targets/Content** | **Learning Activities**  **(Students will be able to…)** |
| 1.1.8.A.1  1.1.8.A.2  1.1.8.A.3  1.1.8.A.4  1.3.8.A.1  1.3.8.A.2  1.3.8.A.3  1.3.8.A.4  1.4.8.B.3 | Students will know dance is an art form with many benefits that expresses personal meaning through various the components of a dance class and terminology. | **Week 1 Introduction to Dance**   * Perform muscle specific dancing warm-up * Execute teacher guided instruction of basic steps and technique * Define researched vocabulary and terms of specific style of dance * Write a reflective journal of student interpretation of music, performance and methods * Demonstrate  body awareness through choreography * Engage in student discussion groups to promote construction feedback and peer interaction |
| 1.1.8.A.1  1.1.8.A.2  1.1.8.A.3  1.1.8.A.4  1.2.8.A.1  1.2.8.A.2  1.2.8.A.3  1.3.8.A.1  1.3.8.A.3  1.3.8.A.4  1.3.8.B.2  1.3.8.B.3  1.3.8.D.4  1.3.8.D.5  1.3.8.D.6 | * Students will know jazz is a form of dance and exercise that is dependent upon the tempo of music. * Students will become familiar with the basic terminology associated with jazz dance. * Students will perform the basic steps of jazz dance (isolation, pirouette, kick ball change, chasse, pas de bourrée, pivot). | **Week 2 & 3 Introduction to Jazz Dance**   * Perform a muscle isolation dance warm-up * Interpret the historical importance of jazz music and methods * Write a reflective journal of student interpretation of music, performance and methods * Practice technology & teacher lead choreography * Research choreographed dances to be taught to the class * Participate in a collaborative project- students will create a 1 minute choreographed jazz dance |
| 1.1.8.A.1  1.1.8.A.2  1.1.8.A.3  1.1.8.A.4  1.3.8.A.1  1.3.8.A.3  1.3.8.A.4  1.3.8.B.2  1.3.8.B.3  1.4.8.A.3  1.4.8.A.4  1.4.8.A.5  1.4.8.A.6 | * Students will recognize how instrumental music impacts the choreography and emotion of a performance. | **Week 4 & 5 Introduction to Contemporary Dance**   * Perform a dance specific warm up to prepare muscle groups used in daily dances. * Practice a teacher guided instruction of basic steps and technique * Define researched vocabulary and terms of contemporary specific dance * Interpret contemporary music and methods impact on choreographic sequencing * Practice and execute technology and teacher lead choreography * Research a specific dancer/dance and write a reactionary paragraph on their observation based of class topics * Student discussion groups to promote construction feedback and peer interaction. |
| 1.1.8.A.1  1.1.8.A.2  1.1.8.A.3  1.1.8.B.1  1.2.8.A.1  1.3.8.A.1  1.3.8.A.3  1.3.8.A.4 | * Students will utilize ballet vocabulary in critiques of ballet dance. * Students will perform ballet specific movements and positions. | **Week 6&7 Introduction to Ballet**   * Perform ballet warm-up and muscle isolation techniques * Reproduce teacher demonstrated positions of feet-1st, 2nd, 3rd, 4th, 5th and 6th * List and define key ballet terms to be applied to reflective journal writing * Follow technology, teacher and student lead choreography * Self-assessment of performances through reflective journaling at the conclusion of group performances * Student constructive feedback groups for improvement in technique and choreography |
| 1.2.8.A.1  1.2.8.A.2  1.2.8.A.3  1.4.8.B.3  1.4.8.A.2  1.4.8.A.3  1.4.8.A.7 | * Students recognize how modern dance is a theatrical form of dance, which expresses personal meaning through sequence and emotion. | **Week 8&9 Introduction to Modern Dance**   * Dance specific warm up to prepare muscle groups used in daily lesson plans * Articulate knowledge that dance is an art form that expresses personal meaning * Student researched vocabulary and terms of specific style of dance * Differentiate between the six positions of the feet for various modern dances. * Identify the importance of the dance class structure (warm up, sequence of skills, cool down) and the impact upon the performer * Participate in a variety of teacher led and technology based performances * Compare and contrast modern dance to other dance forms thus far in reflective journals. |
| 1.1.8.A.1  1.1.8.A.2  1.1.8.A.4  1.2.8.A.1  1.2.8.A.3  1.4.8.A.1  1.4.8.A.4  1.4.8.A.5  1.4.8.A.6  1.4.8.B.1  1.4.8.B.2  1.4.8.B.3 | * Students will analyze and research a specific choreographer of their chosen dance genre. * Students will identify a specific piece composed by the selected choreographer and recreate a sample from a specific piece, according to the genre selected. | **Week 10 & 11 History of Dance**   * Research a specific dancer/dance and write a reactionary paper on personal observation based on class topics (musical choice, choreography, emotion, sequencing, etc.) * Research and choreograph a one minute dance to be taught to the class/group * Reflective journaling of  student interpretation of music, performance and methods * Engage in discussion groups to promote construction feedback and peer interaction |
| ***Benchmark Assessment:***   * **Week 1: Students will be asked identify the types of dance introduced in this course via cold showing of a video modeling all types.** * **Week 10: Students will be shown a video and will be asked to identify the types of dance in the video.**     ***Formative Assessment:***   * **Week 1: Introduction to dance** * **Students will write a reflective journal on how dance shapes their current daily life.** * **Week 2&3: Introduction to Jazz Dance** * **Students will perform a teacher observed dance to evaluate basic jazz dance steps and footwork to provide feedback.** * **Week 4&5: Introduction to Contemporary Dance** * **Teacher will examine and determine students ability to identify key class concepts in reflective paragraph of contemporary dance performances.** * **Week 6&7 Introduction to Ballet** * **Benchmark Assessment- Use of the internet to find photographs of dancer displaying the various foot positions and 1 paragraph explanation in paragraph form.** * **Teacher checklist from rubric of demonstration of various foot positions from class activities.** * **Week 8&9 Introduction to Modern Dance** * **Teacher will read journals to evaluate students ability to compare and contrast modern dance to previous dance styles learned in class.** * **Week 10&11 History of Dance** * **Teacher will read student reflective journal to assess a deeper demonstration of dance interpretation from various class topics.**     ***Summative Assessment:***   * **Week 1 Introduction to Dance** * **Perform a choreographed introduction dace following instructor direction.** * **Week 2&3 Introduction to Jazz** * **Students will perform a summative jazz dance to appropriate music that was researched and practiced in a group setting for one minute.** * **Week 4&5 Introduction to Contemporary Dance** * **Teacher observation of students ability to display the connection between music and dance movements.** * **Week 6&7 Introduction to Ballet** * **Google Form written test on vocabulary and application.** * **Week 8&9 Introduction to Modern Dance** * **Student submission of vocabulary terms and accuracy of application.** * **Week 10&11 History of Dance** * **Teacher rubric of researched dancer/dance and ability to perform in small groups**   ***Alternative/Performance Based Assessment:***   * [**Moving Poetry- Students are asked to create a short dance based on the ideas, feelings, and images of a poem.**](http://www.k12.wa.us/Arts/PerformanceAssessments/Dance/Grade8-MovingPoetry.docx)      * [**Moving Masterpieces- Students are asked to choreograph a solo dance based on one of two works of visual art, using no words.**](http://www.k12.wa.us/Arts/PerformanceAssessments/Dance/Grade8-MovingMasterpieces.pdf)      * [**Start Right!- Students are asked to create a warm-up focused on alignment.**](http://www.k12.wa.us/Arts/PerformanceAssessments/Dance/Grade8-StartRight.docx)      * [**Choreograph a Commercial- Students are asked to choreograph a solo dance that advertises a product.**](http://www.k12.wa.us/Arts/PerformanceAssessments/Dance/Grade8-ChoreoCommercial.docx)      * [**Dance Critic- Students are asked to view a dance video and analyze the ideas or feelings expressed in the piece.**](http://www.k12.wa.us/Arts/PerformanceAssessments/Dance/Grade8-DanceCritic.docx)      * [**Dance Expert- Students are asked to view a dance video and write a description of the dance.**](http://www.k12.wa.us/Arts/PerformanceAssessments/Dance/Grade8-DanceExpert.docx) | | |
| **Differentiation Strategies for 504 and Special Education Students**   * Use a multi-sensory approach when presenting movement tasks or new movement skills. **Describe** (auditory, stimulation, **demonstrate** (visual stimulation), and have students**practice**(kinesthetic stimulation) a skill. * Mirroring, extended time.  marks on the floor, colored wristbands   **Differentiation Strategies for ELL Students**   * Visual aids, written simplified directions, frequent breaks, use of eDictionary, advanced notes, generate a word wall with vocabulary * See applicable strategies above   **Differentiation Strategies for At Risk Students**   * Demonstrate class movements for students to mirror choreography, colored wristbands, marks on floor * See applicable strategies above   **Differentiation Strategies for Gifted and Talented Students**   * Increase difficulty of dances, pair with other G&T students to work independently on choreographing dances, compact curriculum, independent projects | | |