

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

VISUAL AND PERFORMING ARTS DEPARTMENT

**High School Dance
Grades 9-12**

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

As an art, dance is a conduit of expression and communication. At every level, dancers will learn how to dance with joy, passion, and a respect for technique and history. Students in all grades will explore the diversity of the dance world through learning various styles, techniques, and genres. This will be accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements culminate with opportunities for students to perform in multiple venues.

Course Description

Students explore the structure of various dance techniques and genres, beginning with introductory/beginner level movements including but not limited to: world dance, ballet, jazz/hip-hop, tap, ballroom/social dances, and folkloric dance. Units introduce students to dance technique and performance, body awareness, dance history, studies of choreographers, guided improvisation, choreography, elements, and dance critique and analysis.

Note: While middle school dance is not considered a prerequisite to take this course at the high-school level, students who have previously participated in the exploratory course at the middle school level will receive differentiated and enriched instruction based on their prior knowledge of any overlapping units and concepts. See course progression below.

9-12 Course Progression

Dance 1	Dance 2	Independent Study in Dance
Introductory-level course	Successful completion of Dance 1 course OR Successful completion of M.S. Dance OR Teacher Recommendation	Culminating in and assessed by a required juried student-choreographed performance

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● <u>The Dancer Prepares</u> by Penrod & Plastino	<ul style="list-style-type: none">● Various video clips and live performances● <u>The Art of Making Dances</u>, Humphrey● <u>Writing About Dance</u>, Oliver

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students recognize one's feelings, thoughts, personal traits, strengths and challenges and how they influence the creative process.

Example 2: Students practice time management, discipline, self-confidence, and collaboration in the refinement of artistic works.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students manage emotions, thoughts, and behaviors as an integral part of the generation, refinement, and completion of creative ideas.

Example 2: Students are open to different perspectives about societal, cultural, and historical concepts in the arts and how they are informed by one's own traits, strengths, and limitations.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students develop strategies for managing behaviors, and recognize and develop skills necessary to achieve goals.

Example 2: Students recognize and acknowledge the thoughts, feelings, perspectives, and cultural differences among individuals and groups through interpretation and evaluation of artistic works.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students conceptualize and generate ideas and works in relationship with others.

Example 2: Students consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on

consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students consider the impact of decision making during the creative process.

Example 2: Students develop capacity for positive communication and constructive conflict resolution when responding to artistic works.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 1, 7</p>
Critical Thinking and Problem Solving	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 2, 6</p>
Digital Citizenship	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 3</p>
Global and Cultural Awareness	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 7</p>
Information and Media Literacy	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 3</p>
Technology Literacy	<p><i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i></p> <p>Can be found in unit: 5, 6</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

<p>9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>	<p>Example: In unit 1, students explore what extracurricular and community opportunities exist to supplement their dance education.</p>
<p>9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.</p>	<p>Example: In unit 7, students design a plan to continue with their dance interests post high school.</p>
<p>9.2.12.CAP.6 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>	<p>Example: Students determine which 21st century skills in dance they can use in alternative career choices not in a dance field.</p>

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment
High School Dance, 9-12

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Unit 1: Knowing your Instrument - The Warm-Up <i>(Dance 1)</i>	Students will demonstrate a foundational awareness of proper alignment, breath, and body action by establishing healthy and anatomically safe habits in the dance classroom.	2-4 Weeks	Students will use checklist to assess the alignment of their peers Quiz: Basic unit dance terms, definitions, and identifications	Warm-up skills test Students will be graded on their ability to perform a warm-up routine correctly with minimal prompting from teacher.	Mid-Course Foundations Assessment	Peer assessment/critique Student created warm-up routine

Unit 2: Folkloric Dance <i>(Dance 1)</i>	<p>Students will identify and apply general principles of the folkloric dance to create small choreographic studies that use dance concepts to communicate students' intended purpose.</p> <p>Students will discuss historical and cultural traditions of the country from which dance originates.</p>	2-4 Weeks	<p>Students will use a guided response sheet to peer-analyze</p> <p>Quiz: Principles and purposes of the folkloric dance</p>	Students will be graded on their use of the general principles, movements, and dance concepts as specified by a teacher-created rubric.	Mid-Course Foundations Assessment	Presentation of student-created choreography
Unit 3: Musical Theater Dance <i>(Dance 1)</i>	Students will demonstrate core principles, vocabulary, and skills in musical theater dance and apply their understanding to the analysis of repertory works.	2-4 Weeks	<p>Quiz: Unit Vocabulary</p> <p>Demonstration of teacher-created choreography</p>	Student performance (rubric)	Mid-Course Foundations Assessment	Student presentation of concepts
Unit 4: Beginner Ballet <i>(Dance 1)</i>	Students will demonstrate knowledge of skills and vocabulary of beginner ballet technique and compare and contrast characteristics of the genres of romantic, classical, neoclassical, and contemporary ballet.	5-6 Weeks	<p>Quiz: Unit Vocabulary</p> <p>Foundational positions</p> <p>Demonstration of teacher-created routine</p>	Student performance (rubric)	End of Course Culminating Assessment Benchmark	<p>Graphic organizer</p> <p>Student journal</p>
Unit 5: Beginning Modern <i>(Dance 2)</i>	Students will be able to demonstrate knowledge and mastery of beginning modern technique through ongoing technique classes and describe and discuss contributions of historical Modern dance figures.	5-6 Weeks	<p>Quiz: Unit Vocabulary</p> <p>Foundational positions</p> <p>Demonstration of teacher-created routine</p>	Student performance (rubric)	Mid-Course Foundations Assessment	<p>Student presentation of concepts</p> <p>Student journal</p>

Unit 6: Contemporary Dance <i>(Dance 2)</i>	Students will identify and discuss the techniques that influence Contemporary Modern dance and apply elements of performance quality to the performance of choreography in this dance style,	3-4 Weeks	Quiz: Unit Vocabulary Foundational positions Demonstration of teacher-created routine	Student performance (rubric)	End of Course Culminating Assessment Benchmark	Student presentation of concepts Student journal
Unit 7: Improvisation and Composition <i>(Dance 2/Ind. Study in Dance)</i>	Students will synthesize improvisational skills with choreographic services, structures, and elements in order to create a comprehensive dance piece.	3-4 Weeks	Quiz: Unit Vocabulary Elements of Dance	Student performance (rubric)	End of Course Culminating Assessment Benchmark	Student presentation of concepts Student journal

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Unit #1: Knowing Your Instrument/Warm-Up

Enduring Understandings: <ul style="list-style-type: none"> ● In order to dance well there needs to be a proper warm up and there are things we do as dancers that prepare us to practice ● Training in proper basic dance technique is the foundation for successful and more challenging movement. ● With proper knowledge of the body's structure, dance can be a valuable form of exercise and lifelong healthy living. 	Essential Questions: <ul style="list-style-type: none"> ● Are human beings designed for dancing? ● Why is range of movement important in determining warm-up exercises? ● What connections can be made between dance and healthful living? ● What are some principles, processes, and structures for creative effective warm-ups?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>Example: Students create dance schedules that reflect healthy lifestyles to stay active without overdoing it and avoiding injury.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12p rof.Cr1 a	Why is the core important in dance?	Identify and discuss basic anatomical components of the core and demonstrate their correct alignment	Learn and perform the different sections of a warm-up with increasingly less prompting from the teacher	https://www.youtube.com/watch?v=GL4PnDDRcEo	Quiz: basic unit dance terms, definitions and identifications
1.1.12p rof.Cr1 b	How is the core used in proper breathing technique?	Demonstrate awareness of using breath to support movement	Perform basic exercises practicing the vocabulary from the unit	http://www.human Kinetics.com/excerpts/excerpts/sample-lesson-warm-up-levels-shadows-and-mirrors	Peer Assessment
1.1.12p rof.Cr2 a	How can breath support or hinder movement?	Identify the major joints and demonstrate range of movement by independently building and executing a warm up sequence	Learn and perform short combinations using the vocabulary from the unit		Warm-up skills test
1.1.12p rof.Cr2 b		Correctly perform basic foundational steps individually and in combination	Prompt: Explain why it is important to warm-up and what elements make a proper warm-up		
9.4.12. CI.1	What must a dancer do to prepare the mind and				

	<p>body for artistic expression?</p> <p>What is the importance of a warm-up?</p> <p>How do dancers use range of movement of the body to express themselves through time, space, and energy?</p> <p>What are the foundational steps and positions for common dances?</p> <p>What are commonly used combinations of these steps?</p>				
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Unit #2: Folkloric Dance

Enduring Understandings: <ul style="list-style-type: none"> Dance is a universal form of expression that is not limited by verbal language or geography. Knowledge of dance history leads to a lifelong appreciation and active interest in the arts, while providing context for the study of styles of dance from various eras and cultures. 	Essential Questions: <ul style="list-style-type: none"> What are the general movements and principles of this dance? What historical and cultural traditions influence this dance? What are the purposes of this dance in its country/countries of origin?
<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;">7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes</p> <p style="text-align: center;">Example: Students explore cultural and folkloric dances using culturally responsive language to draw comparisons to familiar examples.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12p rof.Cr2 a	How do structural components of plays and performances from different historical eras compare across Western and non-Western theatrical traditions?	Observe video footage of folkloric dance to identify and analyze general movement principles	Baseline pre-assessment to determine what students already know about selected dances	<u>Writing about Dance</u> book	Quiz: Principles and purpose of folkloric dance
1.1.12p rof.Cr3 a		Perform a variety of dance steps particular to this style, individually and in combination	Students will perform teacher-created choreography on their own	Various videos	Guided response sheet
1.1.12p rof.Pr4 a	How can you determine the effectiveness of various methods of physical techniques used in training?	Apply various dance concepts to communicate the purpose of their choreography	Students will view video footage of folkloric dance examples and participate in guided discussion and response activities	Newsela	Peer Assessment
1.1.12p rof.Re7 a		Key terms include: <ul style="list-style-type: none"> dance steps particular to the dance style chosen cultural and historical words of importance specific to the dance 	Students will complete a graphic organizer to plan for the ways that they will use the dance concepts to communicate their choreographic intent		Student-created choreography presentation
2.2.23p rof.Re7 b	How are social, political, and/or historical themes reflected in performances and choreography?				

<p>9.4.12. Ct.1</p>	<p>Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.</p> <p>What observational and emotional responses are invoked by various culturally and historically specific works of dance?</p> <p>What symbols and metaphors are embedded in specific examples of dance?</p>	<p>and the culture from which it comes</p> <ul style="list-style-type: none"> - general movement principles specific to the dance - dance concepts that will be explored through studying the dance and in student choreography (i.e. space, relationships, levels, etc.) 	<p>Students will collaborate in groups to create a dance study in folkloric style</p> <p>Students will view video footage of their dance work and complete a self-assessment sheet</p> <p>Students will perform their dance study within the larger choreography created by the teacher.</p>		
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Unit #3: Musical Theater Dance

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Comparing and contrasting various types of dance creates a well-rounded dance student and future patron of the arts • Evaluation is a critical component for improving and appreciating the aesthetics of a performance • Using correct terms and concepts helps to create an effective analysis of a performance piece • Using the common vocabulary of dance terms assists dancers in communicating with each other and with choreographers 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the key characteristics of dance in musical theater? • What connections can be made between dance and other disciplines? • Why is written analysis important? • How do you build an effective analysis or argument? • What purpose do critique, peer-critique, and self-critique serve in the arts?
<p>Interdisciplinary Connections</p> <p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p> <p>Example: Students create dance schedules that reflect healthy lifestyles to stay active without overdoing it and avoiding injury.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12p rof.Re7 a	<p>How do you select movements to choreograph both planned and improvised solo/group works to manipulate aspects of time, space, and energy?</p> <p>How do these movements work together to reflect social, historical, and/or political themes?</p>	Perform a variety of dance steps particular to this style	Students will watch various video clips and live performances focusing on musical theater	<u>Writing about Dance</u> book	Demonstration of teacher-created choreography
1.1.12p rof.Re8 a		Perform choreography in the style of musical theater techniques	Highlight key concepts and terms particular to this style	Various critical essays	Quiz: key vocabulary
1.1.12p rof.Re9 a		Observe and analyze video footage of repertory works in this style using vocabulary and principles to inform your critique	Read critical analysis essays of contemporary dance and discuss	Newsela	Performance of dance steps from this unit
1.1.12p rof.Pr5 a		Discuss historical and cultural influences that guided the development of this style	Rehearse various teacher-created choreography and routines related to this style	Various video clips and live performances	Written analysis of two repertory works seen in class

<p>1.1.12prof.Pr4a</p> <p>9.4.12.DC.3</p> <p>9.4.12.I ML.8</p>	<p>What media arts are appropriate to use in the creation and performance of short, original choreographic performances?</p> <p>What choreographic structures are used in this style of dance? How do these relate to the elements and principles of dance?</p> <p>What systems are used to create effective performances? How are they used?</p>	<p>Key terms include:</p> <ul style="list-style-type: none"> - dance steps particular to this style - core movement principles specific to this style - selected dance figures and repertory pieces in this style 	<p>Write a critical analysis of two repertory works seen in class</p>		
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Unit #4: Beginner Ballet

Enduring Understandings: <ul style="list-style-type: none"> There are several periods and genres throughout the history and development of ballet Many foundational movements are traditional positionings Choreographers build upon similar traditions and foundations in ballet, even in modern routines 	Essential Questions: <ul style="list-style-type: none"> How do we accurately perform ballet movements? What are the different ballet genres? What characterizes each genre of ballet? How can we use the characteristics of each genre to inform our own ballet choreography? How has ballet evolved? What, if any, traditions remain?
Interdisciplinary Connections	
2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.	
Example: Students create dance schedules that reflect healthy lifestyles to stay active without overdoing it and avoiding injury.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12p rof.Re7 a	What are the foundational movements and positionings in each genre of ballet? What movements are necessary for creating an effective ballet performance? What concepts, skills, and traditions can be seen across different genres, including ballet?	Students will identify, compare, and contrast characteristics of different ballet genres	Baseline pre-assessment to learn what students already know about ballet	Various video clips and live performances	Quiz: key vocabulary
1.1.12p rof.Re8 a		Students create short dance studies using ballet vocabulary and specific techniques	Ballet barre, center, and across the floor work	https://www.youtube.com/watch?v=TXtY95hazZI	Student performance (rubric)
1.1.12p rof.Re9 a		Discuss important innovations throughout the history of ballet	Students will perform teacher-created choreography on their own	https://www.balletcurriculum.com/worki	Culminating performance
1.1.12p rof.Pr5 a		Identify important figures in each genre of ballet	Students will view video footage in each genre and complete a graphic organizer to compare and contrast genre-specific characteristics. Class discussion of observations	https://www.balletcurriculum.com/worki	End-of-Course Benchmark Assessment
1.1.12p rof.Pr4 b		Key terms include: <ul style="list-style-type: none"> foot positions in ballet plié, tendu, relève, dégagé, bettement, rond de jambe, cou-de-pied, passe, développe, 		https://www.balletcurriculum.com/worki	Student journals
					Socratic Seminar

1.1.12p rof.Pr5 c	Interpret ballet specific choreographic structures and apply to student-created culminating performances	<p>pirouette, body facings, arm positions, chaine, pique, attitude, fondu, changement, glissade, assemble, jete, pas de bourrée, pas de chat, échappe, tombe, adagio, etc.</p> <p>- Romantic, Classical, Neoclassical, and Contemporary periods</p>	<p>Create dance studies using selected ballet vocabulary and characteristics of presented genre</p> <p>Students complete a reflective journal on their experiences</p>		
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Unit #5: Beginning Modern

Enduring Understandings: <ul style="list-style-type: none"> Using the common vocabulary of dance terms assists dancers in communicating with each other and with choreographers. Dance develops the body and mind as creative and expressive instruments Study of the life and choreography of dance pioneers assists in the creation of original choreography 	Essential Questions: <ul style="list-style-type: none"> How do we identify and demonstrate movement elements and skills in performing modern dance? How do we apply and demonstrate critical and creative thinking skills in dance? What are the key characteristics that categorize a dance as modern?
<p align="center">Interdisciplinary Connections</p> <p>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. Example: Students example the impact of dance and how its recommended use and misuse affects the brain.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12p rof.Cr1 b	What are some of the historical modern dance techniques?	Important contributions of modern dance pioneers	Learn and perform modern dance exercises, combinations, and routines	<u>The Art of Making Dances</u> book	Quiz: key vocabulary
1.1.12p rof.Cr2 b	How do we train in modern dance technique?	Observe and discuss works of modern dance choreographers	Take part in class discussions of key characteristics in this style	Various video clips and live performances	Student performance (rubric)
1.1.12p rof.Cr3 a	What are the similarities and differences between the historical modern dance techniques?	Compare/contrast modern dance across different cultures and regions	Read biographical information about modern dance pioneers and answer guided discussion questions	https://www.cde.state.co.us/standardandinstruction/instructionalunits-dance	Culminating performance
1.1.12p rof.Pr5 b	Who are the historical figures in the modern dance world and what are their contributions?	Key terms include: <ul style="list-style-type: none"> roll down contraction release flat back spiral parallel/turnout fall/recovery/rebound 	Follow teacher-created choreography in this style		End-of-Course Benchmark Assessment
1.1.12p rof.Pr6 d			Create short routines using key movements and techniques in this style		Student journals
					Student class discussion and peer discussion

1.1.12p rof.Re7 a 1.1.12p rof.Cn1 0a 9.4.12. TL3	What are some historical modern dance works, and what elements of dance can we observe in them?	<ul style="list-style-type: none">- triplets- Modern dance positions of feet and arms- inversions- fan- swings- leg swings			
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Unit #6: Contemporary Dance

Enduring Understandings: <ul style="list-style-type: none"> • A choreographer's creations are based on personal life experience and prior dance/movement experiences. • The practice of attending dance performances in educational and professional realms increases a dancer's exposure to choreographers, cultures, styles, traditions, and trends. • Contemporary dance is rooted in the movements of traditional dances that have come before. 	Essential Questions: <ul style="list-style-type: none"> • How does creating and performing in the arts differ from viewing the arts? • What key characteristics categorize a dance as contemporary? • How is contemporary dance different from modern dance? • What dance traditions can still be found in contemporary dance?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. Example: Students example the impact of dance and how its recommended use and misuse affects the brain.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12p rof.Cr1 b	How do we construct and convey meaning through dance?	- Demonstrate and perform movement skills specific to Contemporary dance	Discuss contemporary dance in modern pop culture and television	<u>The Art of Making Dances</u> book	Quiz: key vocabulary
1.1.12p rof.Cr2 b	Does dance have to have a prescribed form to be valued?	- - Discuss the techniques that influence Contemporary dance and identify specific examples of the influences	View recordings of contemporary works and perform using stylistic elements discussed	Various video clips and live performances	Student performance (rubric)
1.1.12p rof.Cr3 a	Who are notable figures and choreographers in the Contemporary dance genre, and what have they contributed to its development?	- - Recall elements of performance quality and apply them to a formal dance critique	Key terms include: - focus, movement quality, spatial awareness, body awareness, energy, gesture, facial expression, narrative, pedestrian movement, pantomime, symbolism	"So You Think You Can Dance" television show clips	Written critical essays
1.1.12p rof.Pr5 b		- - Write critically about forms of dance and use historical context to evaluate dance elements		"Dancing with the Stars" television show clips	Culminating performance End-of-Course Benchmark Assessment Student journals

1.1.12p rof.Pr6 d			Read about and view works of contemporary choreographers and identify influences from other dance genre		
1.1.12p rof.Re7 a			Examples of notable figures:		
1.1.12p rof.Cn1 0a			<ul style="list-style-type: none"> - Bill T Jones - Jennifer Muller - Dean Curran - Desmond Richardson - Mia Michaels - Mandy Moore - Twyla Tharp - Pilobolus - Robert Battle 		
9.4.12. CT.1					
9.4.12. TL.3			Review and analyze critical essays on contemporary dance/choreographers and use as a model to compose student-written critical analysis		

Unit #7: Improvisation and Composition

Enduring Understandings: <ul style="list-style-type: none"> Dance exists to be shared with an audience and dancers/choreographers must have opportunities to exhibit their work, receive feedback, and revise. Improvisation is important in the expression of higher level and divergent thinking and problem solving. Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance. 	Essential Questions: <ul style="list-style-type: none"> How do established and traditional dance movements drive improvisation in dance? What elements are needed in an effective improvisational performance? Why is dance critique and evaluation important? How does improvisation help to develop new movement ideas?
Interdisciplinary Connections	
7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. Example: Students use culturally authentic stories as a foundation to create an original dance interpretation, and write or present a rationale behind their work.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.12a cc.Cr1a	How can improvisation lead to composition?	Create short dance studies based on improvisation	Students will participate in various improvisational exercises focused on teaching elements of choreography	<u>The Art of Making Dances</u> book	Quiz: key vocabulary
1.1.12a cc.Cr1b	What are the choreographic structures, devices, and elements?	Describe and apply choreographic devices, structures, and elements to improvisational choreography	Watch and discuss video footage of different dance works that clearly display use of choreographic structures, devices, and elements	Various video clips and live performances	Student performance (rubric)
1.1.12a cc.Cr2a	How do we structure a dance?	Create a dance routine utilizing the choreographic devices, structures, and principles		https://www.contemporary-dance.org/dance-composition.html	Student journals
1.1.12a cc.Pr4a		Analyze professional works for their clear use of choreographic devices, structures, and elements	Create an original dance routine that utilizes different choreographic elements, structures, and devices	https://firescholars.siu.edu/cgi/viewcontent.cgi?article=1051&context=honors	Culminating performance (Note: independent study performances are juried for a final grade)
1.1.12a cc.Pr6a	How do professional choreographers use the choreographic devices, structures, and elements to convey meaning?	Key terms include:	“Works in progress” performance for peer critique to engage in a		End-of-Course Benchmark Assessment

1.1.12a cc.Re9a	In what ways can performances be shared with an audience?	<ul style="list-style-type: none"> - improvisation, composition, choreographic elements - levels: low, medium, high - body design: curved, angular, symmetrical, asymmetrical - pathway, direction, facing, proximity, focus, speed, phrasing, motif, repetition, theme, variation, rondo, narrative, chance, force, canon, retrograde, shape 	<p>conversation about the elements, devices, and structures evident in the student works</p> <p>Students complete a reflective journal on their experiences</p>		
1.1.12a cc.Cn10a					
9.4.12. CI.1					
9.4.12. TL.3					
9.4.12. GCA.1		<p><u>Note:</u> <i>Students participating in Independent Study in Dance must complete a juried performance of their work as a culminating assessment grade for this course sequence.</i></p>			

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>