

Black Horse Pike Regional School District

ENGAGING STUDENTS — FOSTERING ACHIEVEMENT — CULTIVATING 21ST CENTURY GLOBAL SKILLS

Dance I COURSE SYLLABUS

Grade level: 9-12

Instructor: at each school

Course Overview:

Dance I is a beginner level class designed to introduce and expand the knowledge of dance elements. This class will provide movement experiences that explore the use of gravity, spatial awareness, floor work, center combinations and traveling combinations. We will use all of these skills to explore and develop performance skills. Students will be given an overview of the history and general vocabulary of dance. Academics will include exposure to health and fitness, kinesthetic concepts to movement efficiency and safety, executing formations, working out stage settings and using gestures to communicate emotions. In addition, students will learn to function as part of a team, recognize the value in dancing with an ensemble, and establish a sense of critical thinking and problem solving skills. Students will experience creative expression through improvisation and movement studies.

Objectives:

- I. Students will be able to define and use Dance Element terminology and theory.
- II. Students will be able to demonstrate basic Locomotor and Non-locomotor movement using correct alignment and movement mechanics.
- III. Students will be able to identify, describe, and demonstrate increasing complex dynamics and rhythmic qualities specific to the dance elements.
- IV. Students will develop aesthetic values as they relate to dance. While using these values, students will critically think about and analyze dance as an art form.

Dress Code:

Clothing: You may wear form fitting dance, athletic and/or the physical education uniform.

Shoes: Black Jazz Dance Shoes “required.” Ankle Socks must be worn if Jazz shoes are not available.

*Students must be dressed appropriately for each dance class.

*Students will develop faster and move more easily in the proper fitting clothes made for dance.

*Clothing should cover the major muscles and maintain body warmth.

*For safety reasons, no jewelry will be allowed.

*No baggy clothing which hides the lines of the body.

*Hair must be secured away from the face in order to not prohibit movements, as well as obstruct the dancer’s visual line.

*When available, **SHOES MUST BE WORN FROM CHANGING ROOMS TO THE BATHROOMS AND CLASSROOM.**

*Students are responsible for their own belongings, at all times.

*For safety students should mark shoes, clothing and keep personal belongings in the locker-room, when available, and/or personal bag.

Clothing Due by: mid September

Black Jazz Shoes Due: end of September

If there is a financial difficulty in obtaining the required dance attire, please contact me as soon as possible. I want you to succeed and I will make arrangements for you to have the necessary dancewear.

*****CELL PHONES*****

Cell phones and headphones are NOT permitted in class unless advised. Any visible cell phones/headphones in class will result in a “o” for the day. If a student is unprepared and they have a visible cell phone/headphone, they will receive a disciplinary referral which will be filed with the VP for electronics violation.

*Phones are only permitted on choreography/movement study days in which students will be advised prior to class.

Daily Expectations and Procedures

- 1.) Arrive to the locker room on time.
- 2.) Students will have 5 minutes to change into their dance attire.
- 3.) Students will walk quietly and quickly to the dance studio.
- 4.) Do-Now- read the agenda/task on the board
- 5.) If you finish DO-NOW before others, begin stretching and warming up.
- 6.) Participate and fully engage in warm up, across the floor, and a center combination and or activities planned.
- 7.) Exit ticket/cool down- everyday there will be a closing activity
- 8.) Once advised by teacher, students are permitted to return to the locker room to change
- 9.) Five minutes to change
- 10.) Dismissal

Requirements needed

*Notebook/Chromebook “as needed”

*Dance Attire

*Dance Footwear

How am I being graded?

Assignments: Participation/Preparation	Points Each Day	Points each week (5 Days)	Total Points (37 weeks)
Uniform	2	10	370
Prep/Daily Agenda	6	30	1,110
Conclusion/Exit Ticket	2	10	370

Other Assignments:

Dress Rehearsal	N/A	N/A	100
Final Performance	N/A	N/A	200
Movement Studies	N/A	N/A	50 (Each)
Quizzes / Test Classwork / Homework			100 (Each)

Grading Policy:

There are four categories that make up the dance grade:

50% Participation/Preparation

(Dress code, performance during class, tardiness, having a willing and positive attitude to work, being respectful)

20% Movement Studies/Performances

20% Test/Quizzes

10% Classwork/Homework

Dance Concert Information: Date and rehearsal schedule to be announced.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Dance 1 Advanced

Course Number: 000440

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Dance 1 – Unit 1	Unit Summary: <p>In this unit, students will develop the skills necessary to effectively execute three of the basic dance elements, space, level 1 locomotor and non-locomotor movements. This unit will provide the students with fundamental knowledge of what dance is and how it developed. They will utilize techniques such as visualizing and executing formations, working out stage settings and using gestures to communicate emotions. Classes are designed to build the strength, flexibility, endurance, and control necessary for performance; therefore, physical fitness will be encouraged and practiced. In addition, students will learn to function as part of a team, recognize the value in dancing with an ensemble, and establish a sense of critical thinking and problem solving.</p> <p>Students are not required to have any previous dance experience, but must be proficient in less than 65% of the technical and performance skills needed to advance to Dance 2. Students need to be able to execute movement sequences and combinations at a beginner level. Students must be recommended by the teacher in order to be in this course.</p>
Grade Level(s): 9th - 12th	
Essential Question(s): <ol style="list-style-type: none"> 1.) How does space affect movement? 2.) Why is it important for dancers to utilize space, as a part of learning the art of dance? 3.) What is the difference between a locomotor and non-locomotor movement? 4.) Why is it important for a dancer to be able to execute both locomotor and non-locomotor movements? 5.) What is the relationship between communication and dance? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1.) Space is an essential tool to understanding where the movement takes place. 2.) Creativity, technical skills and performance require a manipulation of space. 3.) A locomotor movement travels from one point to another and a non-locomotor movement is stationary. 4.) Building a dance vocabulary allows for a dancer to have more confidence in being able to create and perform. A dancer will utilize their skill in critical thinking and problem solving. 5.) Dance was not only done for entertainment but also to tell stories, show emotion, keep traditions and create memories. 6.) Underlying structures in dance can be found via analysis and inference. Theme, choreography, variation, and formation are some key parts of the composition of a dance. 7.) Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 8.) Knowing and understanding the concepts of the dance elements will improve performance in a specific skill and provide the foundation for adapting the movement to fit its intended genre.

<p>6.) How do underlying structures unconsciously guide the creation of dance?</p> <p>7.) How does effective and appropriate movement affect wellness?</p> <p>8.) Why do I have to understand the concepts of dance elements when I can already perform the movement?</p>	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will be able to comprehend, articulate, and manipulate space, and movement through a broad spectrum of exercise, choreographic devices, partnering and movement studies.	1. 1.1.12.A.1 1.3.12.A.1
2. Students will be able to analyze issues of gender, ethnicity, socio economic status, politics, culture and physical conditioning in relation to dance history and performances.	2. 1.1.12.A.3 1.2.12.A.1 1.4.12.A.1
3. Students will integrate anatomical and kinesthetic principles and clear direction of intent and purpose to find their artistry in dance performance.	3. 1.1.12.A.4 1.3.12.A.3 1.4.12.A.4
4. Students will be able to create written responses to artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	4. 1.4.12.A.3

Inter-Disciplinary Connections:

Music (Ballet, Modern, Jazz, Contemporary, Folk, Pop and Hip-Hip) 1.1.12.B.1
 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Health (Understand the structure of the body, breathe, mechanics and fitness) 2 .6.12.A.2
 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.

English (Key Ideas: Character, Plot & Theme, Narrative and Poetry) [CCSS.ELA-Literacy.RL.3.5](#)
 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Students will engage with the following text:

1. **The Ultimate Dance Education** (Kim Erin Spratt)
2. **Moving History / Dancing Cultures** (Ann Dils & Ann Cooper Albright)
3. **Dance Anatomy and Kinesiology** (Karen Clippinger)

Students will write:

Writing assignments and activities.

- 1.) **Reflective Journals on essential questions**
- 2.) **Composition Outlines including: movement ideas and formations**
- 3.) **Critiques on peers and self**
- 4.) **Self Evaluations**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities

- 1.) **Whole class instruction** – instruction on dance elements, history and essential questions
- 2.) **Class discussions** – Critiquing, Small and Large group discussions and movement study proposals
- 3.) **Performances** – movement studies, ensemble and solo performances
- 4.) **Rehearsals**

Instructional strategies

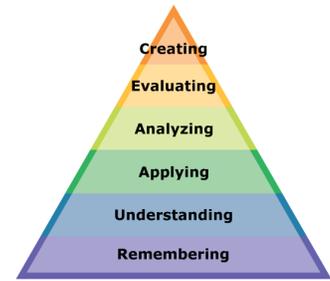
- 1.) **Warm-up**
- 2.) **Stretch**
- 3.) **Center floor movement execution / exercises**
- 4.) **Across the floor movement execution / exercises**
- 5.) **Combinations**
- 6.) **Small group movement break down**
- 7.) **Small or large group performances / presentations**
- 8.) **Cool Down**

Assignments

- 1.) **Movement studies**
- 2.) **Test and Quizzes**
- 3.) **Journal writing** – student composition, essential questions
- 4.) **Practice skills to take home**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences, rehearsals

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A.) Grouping students according to strengths.
- B.) Having allotted times to meet with individual students for extended time and review.

Summative Assessments:

Final Unit Movement Study Assessments:

Students will create and perform a one to two minute quartet or quintet that demonstrates the skills and elements learned in the first unit.

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.

Performance Assessments:

Movement Study Projects / performances, small or large group composition execution and individual movement evaluations

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Dance 1

Course Number: 000440

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Dance 1 – Unit 2	Unit Summary: In this unit, students will develop the skills necessary to effectively execute the
Grade Level(s): 9 th - 12 th	basic dance elements including body, time and level 2 locomotor and non-locomotor movements. They will continue to utilize techniques such as visualizing and executing formations, working out stage settings and using gestures to communicate emotions. In addition, students will continue to learn to function as part of a team, recognize the value in dancing with an ensemble, and establish a sense of creative thinking and problem solving.
Essential Question(s): <ol style="list-style-type: none"> 1. How many major parts of the body are there? 2. How do body zones affect movement? 3. What are bases of the body and how do they change the aesthetic of movement? 4. How do we use proper body alignment in transferring weight? 5. What is the relationship between body isolations and shapes? 6. Why is it important for a dancer to be able to execute both locomotor and non-locomotor movements? 7. How does the use of music and/or silence unconsciously guide the creation of dance? 8. Why do I have to understand the concepts of musical elements to perform with music? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1. There are 14 major parts of the body a dancer uses from head to toe. A dancer uses the major parts of the body to execute movement. 2. Body Zones allow a dancer to identify where the movement is initiated. 3. Bases are designed to change how a movement is executed and the range in which it can be performed. 4. Proper body alignment is an essential tool when transferring weight to help a dancer balance and safely move through different movements? 5. Body isolations help a dancer create different shapes and designs with his or her body. 6. Building a dance vocabulary allows for a dancer to have more confidence in being able to create and perform. A dancer will utilize their skill in critical thinking and problem solving. 7. A dancer has many options when using accompaniment and can decided to go against the added expressions or to utilize it.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will be able to coordinate and isolate different body parts dependently and in alignment of the body while standing and moving.	1. 1.1.2.A.4
2. Students will integrate movements that are synchronized and use major and minor muscle groups. Students will apply a variety of body patterns, range of motion, application of the elements of dance, and skills while performing.	2. 1.1.8.A.4
3. Students will be able to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.	3. 1.1.12.A.1
4. Students will create their own interpretation of dance and heavily relate it to the context.	4. 1.1.12.A.3
5. Students will demonstrate their own artistry in dance performance with a complete integration of anatomical principles and clear direction of intent and purpose.	5. 1.1.12.A.4
6. Students will be able to understand how art has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	6. 1.2.12.A.2

Inter-Disciplinary Connections:

Music (Ballet, Modern, Jazz, Contemporary, Folk, Pop and Hip-Hip) 1.1.12.B.1

Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Health (Understand the structure of the body, breathe, mechanics and fitness) 2.6.12.A.2

Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.

English (Key Ideas: Character, Plot & Theme, Narrative and Poetry) [CCSS.ELA-Literacy.RL.3.5](#)

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Students will engage with the following text:

1. **The Ultimate Dance Education** (Kim Erin Spratt)
2. **Moving History / Dancing Cultures** (Ann Dils & Ann Cooper Albright)
3. **Dance Anatomy and Kinesiology** (Karen Clippinger)

Students will write:

Writing assignments and activities.

1. **Reflective Journals on essential questions**
2. **Composition Outlines including: movement ideas and formations**
3. **Critiques on peers and self**
4. **Self-Evaluations**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities

1. **Whole class instruction** – instruction on dance elements, history and essential questions
2. **Class discussions** – Critiquing, Small and Large group discussions and movement study proposals
3. **Performances** – movement studies, ensemble and solo performances
4. **Rehearsals**

Instructional strategies

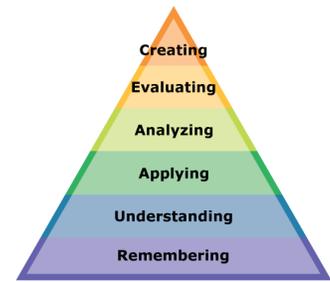
1. **Warm-up**
2. **Stretch**
3. **Center floor movement execution / exercises**
4. **Across the floor movement execution / exercises**
5. **Combinations**
6. **Small group movement break down**
7. **Small or large group performances / presentations**
8. **Cool Down**

Assignments

1. **Movement studies**
2. **Test and Quizzes**
3. **Journal writing** – student composition, essential questions
4. **Practice skills to take home**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences, rehearsals

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Grouping students according to strengths.
- B. Having allotted times to meet with individual student for extended time and review.

Summative Assessments:

Final Unit Movement Study Assessments

Students will create and perform a two to three minute trio or quartet that demonstrates the material learned throughout second unit.

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.

Performance Assessments:

Movement Study Projects / performances, small or large group composition execution and individual movement evaluations

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.
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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Dance 1

Course Number: 000440

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Dance 1 – Unit 3	Unit Summary: In this unit, students will develop the skills necessary to effectively execute the basic dance elements including energy, relationships, and level 3 locomotor and non-locomotor movements. They will continue to utilize techniques such as visualizing and executing formations, working out stage settings and using gestures to communicate emotions. In addition, students will continue to learn to function as part of a team, recognize the value in dancing with an ensemble, and establish a sense of creative thinking and problem solving.
Grade Level(s): 9 th - 12 th	
Essential Question(s): <ol style="list-style-type: none"> 1.) What are dynamics and how do they affect movement? 2.) What are movement qualities? 3.) How do you identify which movement quality goes with which dynamic? 4.) Can you use any movement quality and/or dynamic with locomotor and non-locomotor movements? 5.) What is the purpose of body relationships? 6.) How do body relationships enhance movement? 7.) When working with a partner what tools help you share weight? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1.) Movement dynamics refer to the force applied to movement. When a dancer adds dynamics to movement they change the control and effort applied to the movement, in turn creating a new movement? 2.) Movement qualities describe the aesthetic of a movement? 3.) When creating and exploring movement there are no limitations to how you apply the qualities of movement with the dynamics of movement? 4.) Yes, a dancer may use any quality and/or dynamic with locomotor and non-locomotor movements? 5.) Body relationships tell a dancer where to be in relation to the stage and other dancers. When performing with multiple dancers the use of body relationships are important so the dancers can use spatial awareness when interacting with each other. 6.) Body Relationships can change the level, size, shape and pathway in which the movement is performed. 7.) Engaging abdominals, controlling speed, working with gravity and having good alignment are some of the tools that help dancers share weight with a partner?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will be able to coordinate and isolate different body parts dependently and in alignment of the body while standing and moving.	1. 1.1.2.A.4
2. Students will be able to create works in dance that manipulate time, space, and energy across and within a broad spectrum of elements and movements.	2. 1.1.12.A.1
3. Students will utilize their own artistry in dance performance through a complete integration of anatomical principles and clear direction of intent and purpose.	3. 1.1.12.A.4
4. Students will develop a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.	4. 1.3.5.A.4
5. Students will apply numerous formal choreographic structures to their dance works that can be used to develop the elements of dance in the creation of the work.	5. 1.1.8.A.1
6. Students will manipulate the elements of dance and choreographic principles in the creation of dance compositions.	6. 1.1.8.A.2

Inter-Disciplinary Connections:

Music (Ballet, Modern, Jazz, Contemporary, Folk, Pop and Hip-Hip) 1.1.12.B.1

Understanding nuanced stylistic differences among various genres of music is a component of musical fluency.

Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Health (Understand the structure of the body, breathe, mechanics and fitness) 2 .6.12.A.2

Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.

English (Key Ideas: Character, Plot & Theme, Narrative and Poetry) [CCSS.ELA-Literacy.RL.3.5](#)

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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Writing assignments and activities.

- 1. Reflective Journals on essential questions**
- 2. Composition Outlines including: movement ideas and formations**
- 3. Critiques on peers and self**
- 4. Self-Evaluations**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities

- 1. Whole class instruction** – instruction on dance elements, history and essential questions
- 2. Class discussions** – Critiquing, Small and Large group discussions and movement study proposals
- 3. Performances** – movement studies, ensemble and solo performances
- 4. Rehearsals**

Instructional strategies

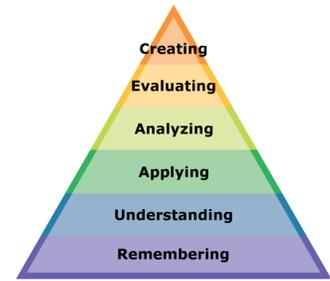
- 1. Warm-up**
- 2. Stretch**
- 3. Center floor movement execution / exercises**
- 4. Across the floor movement execution / exercises**
- 5. Combinations**
- 6. Small group movement break down**
- 7. Small or large group performances / presentations**
- 8. Cool Down**

Assignments

- 1. Movement studies**
- 2. Test and Quizzes**
- 3. Journal writing** – student composition, essential questions
- 4. Practice skills to take home**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences, rehearsals

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Grouping students according to strengths.
- B. Having allotted times to meet with individual students for extended time and review.

Summative Assessments:

Final Unit Movement Study Assessments

Students will create and perform a two to three minute duet or trio that demonstrates the material learned throughout the third unit.

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.

Performance Assessments:

Movement Study Projects / performances, small or large group composition execution and individual movement evaluations

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.**
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.**

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Dance 1

Course Number: 000440

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Dance 1 – Unit 4	Unit Summary: <p>In this unit, students will apply all the basic dance element skills including space, levels 1-3 locomotor and non-locomotor movements, time, energy, body and relationships. They will utilize all techniques learned in units 1-3 including visualizing and executing formations, working out stage settings and using gestures to communicate emotions. Students will also cover dance history to understand the development of the elements and genres of dance. In addition, students will not only function as part of a team but also be able to perform solo works. Creative thinking and problem solving will be utilized to guide the student through all material.</p>
Grade Level(s): 9th - 12th	
Essential Question(s): <ol style="list-style-type: none"> 1.) Why should students care about dance? 2.) What is the difference between a thoughtful and a thoughtless artistic judgement? 3.) How can students combine elements and skills in dance? 4.) Who / What makes the various forms of dance? 5.) Where does dance come from and how do people recognize it? 6.) What is the difference between executing dance movements and performing dance movement? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1. The point of studying dance is to foster meaning, making deeper emotional responses and more inventive decision making. 2. Learning dance fosters artistic appreciation, interpretation, imagination, significance and value. 3. In executing one element after another, students will be able to demonstrate and perform different techniques of dance. 4. Breaking accepted norms often gives rise to new forms of artistic expression. 5. Viewing dancers and companies from diverse backgrounds will allow students to begin to see the boundaries of choreography and movement. 6. Executing dance movement is simple and has not reached the level of connecting the movement to deeper meaning or reasoning. Performing dance often tells a story or communicates an emotion to the point where the audience can take something from it, whether their own idea or whatever the dancers were attempting to communicate.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will integrate anatomical principles and clear direction of intent and purpose in executing movements.	1. 1.1.12.A.4
2. Students will use cultural and historical events to impact art-making.	2. 1.2.12.A.1
3. Students will be able to understand how art has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	3. 1.2.12.A.2
4. Students will apply aesthetic quality, conceptual coherence, form and understanding of the principle unity in content and movement execution.	4. 1.3.12.A.2
5. Students will achieve dance artistry through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.	5. 1.3.12.A.3
6. Students will be able to perform in a dance production as well as collaborate on choreographic and technological designs.	6. 1.3.12.A.4
7. Students will apply contextual clues within their artworks.	7. 1.4.12.A.2
8. Students will be able to articulate artistic styles, trends, movements, and historical responses to various genres of dance evolve over time.	8. 1.4.12.A.3

Inter-Disciplinary Connections:

Music (Ballet, Modern, Jazz, Contemporary, Folk, Pop and Hip-Hip) 1.1.12.B.1

Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Health (Understand the structure of the body, breathe, mechanics and fitness) 2 .6.12.A.2

Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.

English (Key Ideas: Character, Plot & Theme, Narrative and Poetry) [CCSS.ELA-Literacy.RL.3.5](#)

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

History (Analyze and critique historic periods of dance / dance genre while tracking the development of dance culture. Assess the impact of the interactions and conflicts between native groups and North American settlers. 6.1.12.D.1.a

Students will engage with the following text:

1. **The Ultimate Dance Education** (Kim Erin Spratt)
2. **Moving History / Dancing Cultures** (Ann Dils & Ann Cooper Albright)
3. **Dance Anatomy and Kinesiology** (Karen Clippinger)

Students will write:

Writing assignments and activities.

1. **Reflective Journals on essential questions**
2. **Composition Outlines including: movement ideas and formations**
3. **Critiques on peers and self**
4. **Self-Evaluations**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities

1. **Whole class instruction** – instruction on dance elements, history and essential questions
2. **Class discussions** – Critiquing, Small and Large group discussions and movement study proposals
3. **Performances** – movement studies, ensemble and solo performances
4. **Rehearsals**

Instructional strategies

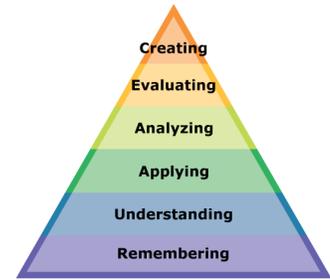
1. **Warm-up**
2. **Stretch**
3. **Center floor movement execution / exercises**
4. **Across the floor movement execution / exercises**
5. **Combinations**
6. **Small group movement break down**
7. **Small or large group performances / presentations**
8. **Cool Down**

Assignments

1. **Movement studies**
2. **Test and Quizzes**
3. **Journal writing** – student composition, essential questions
4. **Practice skills to take home**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences, rehearsals

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Grouping students according to strengths.
- B. Having allotted times to meet with individual student for extended time and review.

Summative Assessments:

Dance Concert = final assessments
Students will perform in one dance concert at the end of the year demonstrating all the material learned throughout the year.

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.

Performance Assessments:

Movement Study Projects / performances, small or large group composition execution and individual movement evaluations

Accommodations/Modifications:

Adherence to 504 plans and IEP's

- A. Stand in closer proximity to those who may have difficulty performing specific tasks and provide verbal or physical clues/prompts.**
- B. For those who are advanced, provide them with extra movements or a more challenging way of executing the movement.**