

CURRICULUM

FOR

DANCE

GRADES K-2

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Dance
Grades K-2

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Dance: Grades K-2

PACING GUIDE

Unit	Title	Pacing
1	Analyze	2 weeks
2	Interpret	2 weeks
3	Critique	2 weeks
4	Synthesize	2 weeks
5	Relate	2 weeks
6	Explore	4 weeks
7	Plan	4 weeks
8	Revise	4 weeks
9	Express	8 weeks
10	Embody	8 weeks
11	Present	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions.

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Dance

Unit Title: Analyze

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students begin to experience dance from diverse genres and cultures – first visually, then physically.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.2.Re7a. Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b. Observe and describe performed dance movements from a specific genre or culture.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.2.MSC.1. Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2. Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Artists reflect, understand, and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.

Unit Essential Questions:

- How do artists understand and process creative experiences in ways that affect one's beliefs around and responses to personal life experiences?
- How can we understand dance?

Knowledge and Skills:

Students will know...

- We perceive and analyze dance to understand its meaning.

Students will be able to...

- Perceive and analyze dance to understand its meaning.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will demonstrate the ability to perceive and analyze dance to understand its meaning.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion/questioning
- Teacher-curated dance videos
- Written work
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 2 OVERVIEW

Content Area: Dance

Unit Title: Interpret

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students begin to develop a language and criteria for interpreting dance performances.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.2.Re8a. Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.2.MSC.1. Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2. Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- We can achieve the process of interpreting artistic expression through analysis, expressive intent, context, and subjective experiences.

Unit Essential Questions:

- How does understanding an artist's expressive intent help us understand, interpret, and personally relate to an artistic work?
- How can we interpret dance?

Knowledge and Skills:

Students will know...

- We interpret dance by considering intent, meaning, and artistic expression using the body, elements of dance, dance technique, dance structure, and context.

Students will be able to...

- Interpret dance using the body, elements of dance, dance technique, dance structure, and context.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will demonstrate the ability to use their bodies, the elements of dance, and understanding of dance technique and context to interpret the intent and meaning of a dance performance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Written work
- Teacher-curated dance videos
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online

- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 3 OVERVIEW

Content Area: Dance

Unit Title: Critique

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students will use the language and criteria they have learned to evaluate the quality and intent of dance performances.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.2.Re9a. Describe the characteristics that make several movements in a dance interesting.
Use basic dance terminology.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.2.MSC.1. Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2. Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Artists use educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
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Unit Essential Questions:

- How does understanding the quality, intent, and process of an artist's work affect an audience member?
- How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- What criteria can we use to evaluate dance?

Knowledge and Skills:

Students will know...

- Criteria for evaluating dance vary across genres, styles, and cultures.

Students will be able to...

- Evaluate dance using educational and industry standards.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will use educational and industry language and criteria to evaluate the quality and intent of a dance performance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Teacher-curated dance videos
- Written work
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media

- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 4 OVERVIEW

Content Area: Dance

Unit Title: Synthesize

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students will use the language, criteria, and evaluative skills they have learned to interpret the broader meaning of dance performances.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.2.Cn10a. Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

1.1.2.Cn10b. Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.2.MSC.1. Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2. Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Through the arts, we integrate and synthesize subjective experiences, ideas, knowledge, and contexts to make and interpret meaning.

Unit Essential Questions:

- How does engaging in the arts deepen our understanding of ourselves and relate to other knowledge and events around us?

- How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Knowledge and Skills:

Students will know...

- As we experience dance, we synthesize and integrate all subjective experiences, knowledge, and contexts to interpret meaning.

Students will be able to...

- Interpret meaning of dance using subjective experiences, knowledge, and context.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will use using their subjective experience, knowledge of dance language and criteria, other artistic and cultural knowledge, and context to evaluate and interpret intent and meaning of a dance performance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Teacher-curated dance videos
- Written work
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together

- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 5 OVERVIEW

Content Area: Dance

Unit Title: Relate

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students begin to relate the movement of a dance to the people or environment in which it was created and performed.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.2.Cn11a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.2.MSC.1. Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2. Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- We develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through our interactions with and analysis of the arts.

Unit Essential Questions:

- What relationships can we uncover when we investigate the cultural, societal, historical, and theoretical aspects of an artistic work?
- How does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

- How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Knowledge and Skills:

Students will know...

- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Students will be able to...

- Relate the movement of a dance to the people or environment in which it was created and performed.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will use using their subjective experience, knowledge of dance language and criteria, other artistic and cultural knowledge, and context to relate the movement of a dance to the people or environment in which it was created and performed.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion
- Teacher-curated dance videos
- Written work
- Movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 6 OVERVIEW

Content Area: Dance

Unit Title: Explore

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students will use their bodies to explore a variety of the movements they have studied, analyzed, and interpreted. They will also use their bodies to generate their own original dance ideas.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.2.Cr1a.** Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b.** Combine movements using the elements of dance to solve a movement problem.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.2.MSC.1.** Perform a combination of sequences of locomotor movements and rhythmic activities.
- 2.2.2.MSC.2.** Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Creative ideas and inspiration can appear from a variety of sources.
- Creativity is a life skill that we can develop.

Unit Essential Questions:

- How do artists generate creative ideas?
- Where do choreographers get ideas for dances?

Knowledge and Skills:

Students will know...

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Students will be able to...

- Generate ideas for dance using a variety of sources for inspiration.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will supply written or performed evidence of choreographic ideas.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 7 OVERVIEW

Content Area: Dance

Unit Title: Plan

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students will refine their movements to create a choreographed dance performance.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.1.2.Cr2a. Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

1.1.2.Cr2b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

2.2.2.MSC.1. Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2. Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Artists organize and develop creative ideas by balancing what is known with what is new.

Unit Essential Questions:

- How do artists make creative decisions?
- What influences choice-making in creating choreography?

Knowledge and Skills:

Students will know...

- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Students will be able to...

- Make creative decisions when designing choreography.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will supply written or performed evidence of choreography of a complete musical element.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work
- Group choreography work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media

- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 8 OVERVIEW

Content Area: Dance

Unit Title: Revise

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students will reflect and make decisions about how to improve and expand their original choreography.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.2.Cr3a.** Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- 1.1.2.Cr3b.** Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.2.MSC.1.** Perform a combination of sequences of locomotor movements and rhythmic activities.
- 2.2.2.MSC.2.** Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.

Unit Essential Questions:

- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?

- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Knowledge and Skills:

Students will know...

- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Students will be able to...

- Reflect on and refine their choreography.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will supply written or performed evidence of reflection on and refinement of their original choreography.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work
- Group choreography work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association

- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 9 OVERVIEW

Content Area: Dance

Unit Title: Express

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students will begin performing both improvised and pre-choreographed dances.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.2.Pr4a.** Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr4b.** Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
- 1.1.2.Pr4c.** Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.2.MSC.1.** Perform a combination of sequences of locomotor movements and rhythmic activities.
- 2.2.2.MSC.2.** Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.

Unit Essential Questions:

- How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- How do dancers work with space, time, and energy to communicate artistic expression?

Knowledge and Skills:

Students will know...

- Space, time, and energy are basic elements of dance.

Students will be able to...

- Perform both planned and improvised dances.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will perform or direct a performance of their completed original choreography.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work
- Group choreography work

RESOURCES

Teacher Resources:

- Dance Along Together

- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 10 OVERVIEW

Content Area: Dance

Unit Title: Embody

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students expand the variety of genres and styles they perform.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.2.Pr5a.** Identify personal and general space, to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning) essential for the dancer.
- 1.1.2.Pr5b.** Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- 1.1.2.Pr5c.** Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space. d. Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e.** Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.2.MSC.1.** Perform a combination of sequences of locomotor movements and rhythmic activities.
- 2.2.2.MSC.2.** Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Artists develop personal processes and skills.
- To express their ideas, artists analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and applying proper criteria.

Unit Essential Questions:

- How do artists improve the quality of their performance?
- How can we use the body as an instrument for technical and artistic expression?

Knowledge and Skills:

Students will know...

- The way we develop the body, execution of movement, and movement quality vary in different dance styles, genres, and traditions.

Students will be able to...

- Perform a variety of dance styles.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will perform a pre-choreographed dance.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes

UNIT 11 OVERVIEW

Content Area: Dance

Unit Title: Present

Target Course/Grade Level: Grades K-2

Unit Summary: In this unit, students plan and execute a dance performance for an audience.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.2.Pr6a.** Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr6b.** Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6c.** Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 1.1.2.Pr6d.** Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education:

- 2.2.2.MSC.1.** Perform a combination of sequences of locomotor movements and rhythmic activities.
- 2.2.2.MSC.2.** Differentiate non-locomotor and locomotor movements as well transferring body weight.

Unit Understandings:

Students will understand that...

- Artists judge performance based on criteria that vary across time, place, and cultures.
- Context and how we present work influence the audience response.

Unit Essential Questions:

- When is a performance judged ready to present?
- How do context and the way we present work influence the audiences' response?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?

Knowledge and Skills:

Students will know...

- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
- Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Students will be able to...

- Make decisions about when to present a dance performance.
- Perform a dance in front of an audience.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of unit assessment:** Students will perform a pre-choreographed dance accurately and expressively for an audience.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Warm-ups
- Movement work
- Verbal and written teacher feedback on movement work

RESOURCES

Teacher Resources:

- Dance Along Together
- Dance Studies Association
- Elements of Dance Online
- Free Dance Warm-up by Emily Bufferd
- PBS Learning Media
- YouTube

Equipment Needed:

- Laptop
- Speakers
- Jazz and tap shoes