

CURRICULUM

FOR

DANCE I

GRADES 9-12

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

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business**

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

Alison Dooley

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Dance I
Grade 9-12

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

Dance I: Grade 9-12

PACING GUIDE

Unit	Title	Pacing
1	Dance Making	15 weeks
2	Dance Literacy	15 weeks
3	Dance at Home and Around the World	10 weeks

The Dance I course will allow students to physically experience dance skills and techniques, improvisation, and choreography on a daily basis. Students will continue to explore how dance communicates meaning and connects to health and well-being. During daily dance class, an emphasis on strong technique and sound body mechanics will be reinforced. These are the foundations of dance styles and techniques. Students apply these principles to exploring their own expressive capabilities and communicating with others through the non-verbal medium of the dance art form guided by the dance instructor. Students further develop their technical and compositional skills integrating and synthesizing the movement concepts learned throughout the previous year to independently create and perform original work. Throughout the course, students will continue to learn dance history and explore and perform a range of dance styles from among the following: Traditional Folkloric Dance, Social Dance, Classical Ballet, Historical Dance, Modern Dance, and Theatre Dance/Tap/Jazz. These genres will be taught within a framework of skills and composition building, and in historical and cultural context. Students will learn how to critique professional and student dance productions, reflect on and discuss dance's connection to their lives and others' cultures, identify particular dance careers. They will participate in a daily dance warm-up, learn about the skeletal, muscular and cardiovascular systems and their response to dance movements, and study the nutritional elements and their effects on shorthand long-term physical performance. A range of dance practices that promote fitness, stress management, emotional wellness, and prevention and treatment of dance injuries will be in regular practice. The course will provide intermediate dance content, knowledge and skills that allow the student to follow additional advanced dance coursework.

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>ELL 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: Dance Making

Target Course/Grade Level: Dance I, Grades 9-12

Unit 1 Summary: Through study and analysis, students gain performance skills and conceptual understanding in a variety of dance forms and work toward achieving technical proficiency.

Approximate Length of Unit: 15 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standard 1: Generating and conceptualizing ideas: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Anchor Standard 2: Organizing and developing ideas: The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Anchor Standard 3: Refining and completing products: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Anchor Standard 4: Selecting, analyzing, and interpreting work: Space, time and energy are basic elements of dance.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products: The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.

Anchor Standard 6: Conveying meaning through art: 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.

Career Readiness, Life Literacies, and Key Skills:

Standard 9.1 Personal Financial Literacy. This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Interdisciplinary Connections and Standards:

6.1 U.S. History: America in the World

6.2 World History/Global Studies

Social Studies - Study of dance history, cultural and social influences on dance, researching choreographers, history of techniques and dance companies, current events in dance, and global dance politics.

MA.G-CO.A.4 - [Standard] - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

MA.G-MG.A.1 - [Standard] - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Math- study of shape, time, and space, creating formations, symmetry vs. asymmetry, and rhythms and counting.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Language Arts- journaling, writing research papers, critical thinking through observation and analysis of dance, using poetry as an inspiration for choreography, reflection and response papers, dance criticism, and reading dance articles and biographies.).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing NJSLSA.W10. Write routinely over extended time frames.

Unit Understandings:

Students will understand that...

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- Space, time, and energy are basic elements of dance.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.
- 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.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning and artistic expression as communicated using the body, elements of dance, dance technique, dance structure, and context.
- Criteria for evaluating dance vary across genres, styles, and cultures.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How do dancers work with space, time, and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How is a dance understood?
- How is dance interpreted?
- What criteria are used to evaluate dance?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Knowledge and Skills:

Students will know...

- A working knowledge of fundamental dance elements, principles of technique, and compositional forms

Students will be able to...

- Participate in ongoing, sustained, and sequential technique classes in a variety of genres, building upon movement principles from the previously learned technique: weight placement and postural support, skill elements, dynamic control, expressive musical phrasing, partnering, dependably accurate execution of complex dance sequences.
- Create improvisational problems for class exploration
- Develop a repertoire of their own choreography
- Engage in all aspects of performance and production
- Demonstrate the ability to self-correct with input from peers and instructor
- Make connections to other art forms.
- Discover personal joy in movement.

EVIDENCE OF LEARNING

Assessment:

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

- Review of written student work and notebook.
- Periodic oral, written, and performance skills quizzes and tests.
- Formative and summative performance assessments; movement exams, recording dance tasks and performances.
- Teacher-generated rubric standards.

Learning Activities:

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

- Engaging in dialogue with a teacher and peer critiquing session.
- Student self-assessment: Measuring growth with only your own personal measuring stick.
- Reflective journal writings.
- Participating in daily dance class. Improving technique will come with repetition.

RESOURCES

Teacher Resources:

- McCutcheon, B. Pugh. (2006). *Dance as Art in Education*.
- Kissing, Gayle. (2003) *Dance Teaching Methods and Curriculum Design*.

- Meyer, Fran A. (2020) *National Dance Education Standards*.

Equipment Needed:

- Sound system
- Projector
- iPad
- Dance shoes
- Costumes
- Portable speakers

UNIT 2 OVERVIEW

Area: Dance

Unit Title: Dance Literacy

Target Course/Grade Level: Dance I, Grades 9-12

Unit 2 Summary: Through analysis and comparison, students gain verbal, written and practical fluency in dance styles and concepts, incorporating their understanding into their work as emerging choreographers and performers.

Approximate Length of Unit: 15 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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Anchor Standard 4: Selecting, analyzing, and interpreting work: Space, time and energy are basic elements of dance.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products: The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.

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Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Interdisciplinary Connections and Standards:

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Unit Understandings:

Students will understand that...

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
- Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
- Space, time, and energy are basic elements of dance.
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- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning and artistic expression as communicated using the body, elements of dance, dance technique, dance structure, and context.
- Criteria for evaluating dance vary across genres, styles and cultures.
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Unit Essential Questions:

- Where do choreographers get ideas for dances?
- What influences choice-making in creating choreography?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How do dancers work with space, time, and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
- How is a dance understood?
- How is dance interpreted?
- What criteria are used to evaluate dance?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Knowledge and Skills:

Students will know...

- A familiarity with both historical and current dance artists.

Students will be able to...

- Explore a variety of stimuli for developing improvisational or a choreographed dance study.
- Identify and use evaluative criteria to assess the overall effectiveness of dance works.
- Identify and use genre specific dance terminology in practice and in critique.
- Record the formations and dance phrases of the dances created in class using a system of dance documentation (dance notation).
- Analyze dances from several genres or styles, historical time periods, and/or cultural dance practices.
- Identify and discuss the political, cultural, and historical significance of the dances and dance artists as related to social movements and change.
- Refine the process of selecting production elements that and heighten the artistic intent of the work.

EVIDENCE OF LEARNING

Assessment:

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

- Review of written student work and notebook.
- Periodic oral, written, and performance skills quizzes and tests.
- Formative and summative performance assessments; movement exams, recording dance tasks and performances.
- Teacher-generated rubric standards.

Learning Activities:

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

- Engaging in dialogue with a teacher and peer critiquing session.
- Student self-assessment: Measuring growth with only your own personal measuring stick.
- Reflective journal writings.
- Participating in daily dance class. Improving technique will come with repetition.

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Equipment Needed:

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- Costumes
- Portable speakers

UNIT 3 OVERVIEW

Area: Dance

Unit Title: Dance at Home and Around the World

Target Course/Grade Level: Dance I, Grades 9-12

Unit 3 Summary: By charting the course of dance development, students understand the history and variety of theatrical dance styles, the functions of ritual and social dances and the interplay between theatrical and non-theatrical dance forms.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standard 1: Generating and conceptualizing ideas: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

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Unit Understandings:

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Unit Essential Questions:

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- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Knowledge and Skills:

Students will know...

- The language of dance: vocabulary and terms describing steps and devices used in dance making.
- The importance of production elements and the differences among them: lighting, sound, costumes, props, and the technology needed to produce an overall visual spectacular.

- Dance trailblazers and their contributions to the art form.
- The importance of self-care as it pertains to their overall health and well-being.

Students will be able to...

- Explore and perform a specific genre and style from different historical time periods and or cultural dance practices in an in-depth study, including complex steps and patterns and contextual meanings.
- Develop movement phrases and examine various spatial groupings and patterns.
- Increase and diversify dance vocabulary.
- Discover and create community through dance participation with peers.
- Identify the similarities and differences between dance works or practices from selected genres, geographical locations, and/or historical time periods.
- Dance in a variety of styles with the technical ability acquired through repetition.
- Understand the intention of the choreographer's vision.
- Utilize technology to enhance performance and effective rehearsal.
- Critique and analyze a dance work.

EVIDENCE OF LEARNING

Assessment:

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

- Review of written student work and notebook.
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Learning Activities:

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